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ABSTRACT

In 1990, the U.S. Department of Education (ED) launched a 5-year study of the outcomes of local prevention-education programs funded under the Drug-Free Schools and Communities Act (DFSCA). This second biennial report summarizes the results of the 1989-91 biennial performance reports completed by governors' DFSCA programs and state education agencies (SEAs). In 1992 ED provided each state and territory with two reporting forms, one for programs funded through SEAs and another for programs funded through Governors' offices. Findings show that evaluation efforts on the part of states and localities have progressed since the initial implementation period. However, substantial numbers of governors' state-level programs, governors' award recipients, SEAs, and local education agencies continue to have limited or no evaluation activities, especially those that evaluate the impact of prevention programs on the lives of students and youth. The results raise new questions, in particular: What types of activities (other than prevalence surveys) are being used by states and localities to assess program effectiveness, and what are the results of the evaluations? Thirty-five exhibits are included. Appendices includes a list of states that submitted 1989-91 performance reports, a copy of the Governors' Program Biennial Performance Report Form, a copy of SEA and LEA report forms, a compilation of responses from governors' programs, and a compilation of responses from SEAs and LEAs. (LMI)

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Characteristics of DFSCA State and Local Programs: Summary of the 1989-91 State Biennial Performance Reports

Final Report

U.S. Department of Education
Planning and Evaluation Service

1996

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Final Report

1996

Prepared for:

U.S. Department of Education
Planning and Evaluation Service

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Chapter 1
Introduction

In 1990, the U.S. Department of Education (**ED**) launched a five-year study of the outcomes of local prevention education programs funded under the Drug-Free Schools and Communities Act of 1986 (**DFSCA**). As one component of this study, Research Triangle Institute (**RTI**), the contractor selected by ED to conduct the study, has been examining the performance of state and local DFSCA-funded program operations through a biennial mail survey of state agencies responsible for administering DFSCA programs. The programs of interest include prevention education programs implemented in the nation's schools and communities that are funded through state education agencies (**SEAs**) and Governors' DFSCA programs.

In this report, we summarize the results of the 1989 to 1991 biennial performance reports completed by Governors' programs and SEAs. In 1992, ED provided each state and territory with two reporting forms, one for programs funded through SEAs and another for programs funded through Governors' offices. These survey forms covered two consecutive one-year periods beginning July 1, 1989, and ending June 30, 1991. Some 46 states and four territories completed the 1989 to 1991 Governors' DFSCA Biennial Performance Report; 49 states, the District of Columbia, and five territories completed the State and Local Education Agencies report. States and territories that responded to the two forms are listed in ***Appendix A***.

To examine changes in the programs over time, in this report we include information from the first biennial performance report forms when comparable items permit. States completed these first biennial report forms, which covered 1987 to 1989, in conjunction with *A Study of the DFSCA: State and Local Programs*, a descriptive study of activities and services provided by states and localities during initial implementation of the DFSCA. RTI completed this study in 1992 under contract to ED.[1]

In the remainder of this chapter we present an overview of the DFSCA, a summary of the purposes and objectives of the first and second biennial performance reports, and a description of the balance of this report.

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[1]Thorne, J., J. Holley, J. Wine, B. Hayward, and C. Ringwalt, *A Study of the Drug-Free Schools and Communities Act: Report on State and Local Programs*. Research Triangle Park, North Carolina: Research Triangle Institute, 1991.

The Drug-Free Schools and Communities Act

The DFSCA was designed to establish programs to prevent alcohol and other drug (**AOD**) use among the nation's school-age youth. Originally enacted as subtitle B of Title IV of the Anti-Drug Abuse Act of 1986,[2] the DFSCA legislation was subsequently amended by the Hawkins/Stafford Elementary and Secondary School Improvement Amendments of 1988[3] and reenacted as Title V of the Elementary and Secondary Education Act of 1965. The DFSCA was further amended by the Anti-Drug Abuse Act of 1988[4] and the DFSCA Amendments of 1989,[5] which were effective for the second biennial reporting period, and later amended by the Crime Control Act of 1990,[6] which became effective too late to have an impact on the state and local programs that are the focus of this report.[7]

On the basis of school-age population and Chapter 1 funding, Part B of the DFSCA, the State and Local Grants Program, has provided federal funds to states, schools, and communities for education and prevention. Congress designed Part B to encourage broadly based cooperation among schools, communities, parents, and governmental agencies to bring the nation significantly closer to the "goal of a drug-free generation and a drug-free society." The Act also mandated that ED annually reserve one percent of DFSCA monies for payments, according to need, to Guam, American Samoa, the Virgin Islands, Palau, and the Northern Mariana Islands.[8] Since 1986 ED has been responsible for administering the DFSCA, the single largest drug prevention activity sponsored by the federal government. The Department has annually distributed DFSCA funds to the states via the SEAs and Governors' offices.

Each SEA must allot most of its DFSCA funds to LEAs to improve AOD education, prevention, early intervention, and rehabilitation referral activities. The Governors' offices provide financial support for AOD prevention efforts by parent groups, community-based organizations, or other public or private nonprofit entities. A large portion of the Governors'

[2]P.L. 99-570

[3]P.L. 100-297

[4]P.L. 100-690

[5]P.L. 101-226

[6]P.L. 101-647

[7]The DFSCA was further amended and renamed with passage of the Safe and Drug-Free Schools and Communities Act (SDFSCA) of 1994.

[8]Except where noted, the DFSCA uses the term *state* to mean any of the 50 states, the District of Columbia, the Common-wealth of Puerto Rico, Guam, American Samoa, the Virgin Islands, Palau, and the Northern Mariana Islands.

funds must be used for programs to serve youth at high risk for AOD use (as defined by the Act).[9]

LEAs use DFSCA funds to provide teacher and staff training, student instruction, student support groups and counseling, peer leadership activities, parent education, student assistance programs, and other student activities. The Governors' award recipients (**GARs**) provide prevention and education services, sometimes in school-based settings and sometimes in other community settings. GARs include local government agencies (such as family service and police departments), community health and mental health centers, public schools, private schools, and community organizations. GARs provide services that include programs to increase community awareness of substance abuse issues, support groups for youth, education and training for youth and parents, and development of information and instructional materials.

First Biennial Performance Report: 1987 to 1989

The purpose of the implementation study conducted by RTI from 1989 to 1992, was to describe the early planning and initial activities of DFSCA programs in the 50 states, the District of Columbia, and Puerto Rico. The study focused on the time period from passage of the Act in 1986 through the 1988-89 reporting period, and was designed to support policy and program planning at the federal, state, and local levels by providing a comprehensive and nationally representative description of state, school district, and community practices in planning, administering, implementing, and evaluating DFSCA programs. To accomplish the study's objectives, RTI conducted four national mail surveys and visited 40 state and local programs. The four mail surveys included:

- a survey of all SEAs, which also served as the first SEA biennial performance report;
- a survey of all state agencies administering the Governors' DFSCA programs, which served as the first Governors' program biennial performance report;
- a survey of a nationally-representative sample of over 1,800 LEAs; and
- a survey of a nationally-representative sample of about 460 GARs.

With the SEA and LEA surveys, RTI gathered information pertaining to the 1987-88 and 1988-89 school years. Similarly, the survey of Governors' state-level programs focused largely

[9]Prior to the Crime Control Act of 1990, the DFSCA required that at least 50 percent of each Governor's allocation be used for high-risk youth (HRY) programs. From 1990 until passage of the SDFSCA of 1994, the Act required that Governors use at least 42.5 percent of their funds for these programs.

on the period from March 1987 through June 1989; the population of GARs eligible for the survey was defined as funded programs in operation as of December 1, 1989. RTI obtained lists of these programs from every state, and a nationally representative sample was selected to complete the survey forms. The survey asked the sampled programs to respond about their entire current funding periods, which included December 1, 1989 and spanned periods of about one month to two years.

In addition to using survey forms, project staff gathered in-depth information through visits to 10 states selected to represent a broad range of programs and state administrative organizations. Within each state, RTI staff visited a minimum of two state-level administrative programs (the SEA and one or more agencies administering the Governor's DFSCA program), one or more LEAs, and at least one GAR.

Second Biennial Performance Report: 1989 to 1991

The second biennial reporting form focused on the period of July 1, 1989, through June 30, 1991, for Governors' programs, and school years 1989-90 and 1990-91 for SEAs and LEAs. The Governors' report form was designed to answer the following questions:

- How many individuals were served by the GAR programs? What were the demographic characteristics of these individuals?
- How many high-risk youth (**HRY**) and other discretionary (**OD**) awards were made by Governors' programs? What was the size and duration of these awards?
- How did Governors' programs establish funding priorities?
- What percentage of GAR services were delivered in schools, colleges, and the broader community?
- What types of services were provided by Governors' HRY and OD award recipients? What services were most frequently provided by these two types of GARs?
- What populations were targeted for service by the Governors' HRY and OD award recipients?

The SEA and LEA report form covered the following areas:

- How did states use the 10 percent of SEA funds that are set aside for state-level programs and administration? What portion of DFSCA funds were allotted to each activity?

- How many students received services through SEA/LEA programs funded under DFSCA Part B? What were the demographic characteristics of these students?
- How many LEAs participated in the DFSCA Part B program? How many LEAs participated singly, and how many participated through an intermediate education agency (**IEA**) or consortium?
- Why do nonparticipating LEAs not take part in DFSCA Part B?
- What types of services did LEAs and IEAs/consortia provide during 1989-90 and 1990-91? How much DFSCA Part B money was awarded for each type of service?
- What populations were targeted by singly-funded LEAs and by LEAs participating through IEAs/consortia?
- What AOD policies were implemented by LEAs? Did these policies vary by LEA enrollment?

Organization of this Report

In the subsequent chapters of this report, we present findings from the second biennial report and provide comparison with results from the implementation study wherever comparable items permit.

In ***Chapter 2*** we discuss Governors' state-level program operations and GAR activities, including service delivery contexts; specific target groups receiving services; populations served by HRY and OD projects; types of programs provided; distribution of funds for HRY and OD projects, including size and duration of awards; and our conclusions and suggestions.

Chapter 3 contains a discussion of SEA and LEA program operations, including the use of SEA set-aside funds; numbers and characteristics of students served by SEA and LEA programs, amount of DFSCA funds awarded to LEAs and IEAs/consortia and types of services delivered, populations targeted by singly-funded LEAs and LEAs participating through IEAs/consortia; an overview of policies implemented by LEAs; and our conclusions and suggestions.

In ***Chapter 4*** we examine evaluation activities completed by state and local programs, including the administration and results of statewide surveys of student AOD knowledge, attitudes, and use; the relationship of LEA program focus to student AOD use; problems

associated with AOD use; state and local evaluation efforts conducted by Governors' state-level programs, GARs, SEAs, and LEAs; and our conclusions and suggestions.

This report includes the following appendices.

Appendix A - States That Submitted the 1989-91 Biennial Performance Report

Appendix B - Governor's Program 1989-91 Biennial Performance Report Form

Appendix C - State and Local Educational Agencies 1989-91 Biennial Performance Report Form

Appendix D - Compilation of Responses to the Biennial Performance Report for the Period July 1, 1989 - June 30, 1991, Governor's Program

Appendix E - Compilation of Responses to the Biennial Performance Report for the 1989-90 and 1990-91 School Years, State and Local Educational Agencies

Chapter 2
Governors' State and Local Programs

Recognizing that "the tragic consequences of drug and alcohol abuse by students are felt not only by students and their families, but also by their communities and the Nation," Congress authorized funding through Governors' offices to help communities provide alcohol and other drug (**AOD**) prevention services through many kinds of community organizations and agencies. For this purpose, DFSCA provided Governors with over $85 million in 1989-90 and more than $123 million in 1990-91 for AOD prevention and education.[1]

DFSCA legislation in effect during the second biennial performance report period (1989-90 through 1990-91) directed states to award not less than 50 percent of Governors' funds to projects that served high-risk youth (**HRY**) — those youth defined in the Act as being at greatest risk for AOD use or abuse based on factors such as history of academic failure, abuse or neglect, and family history of drug abuse. The remaining funds[2] were to be distributed at each Governor's discretion for AOD prevention efforts.[3] In this chapter we will (1) describe how states and their subgrantees (called Governors' award recipients, or **GARs**) used the Governors' funds during the second biennial performance report period and (2) compare these findings with those from *A Study of the DFSCA: State and Local Programs*, which focused on initial implementation of the Act (1987-88 through 1988-90). In particular, we will:

- discuss service delivery locations;
- describe groups targeted for services by Governors' funds;
- delineate the types of services and other activities undertaken by the GARs;
- examine the distribution of HRY and other discretionary (**OD**) funds, including the duration and amount of awards; and

[1]Source: U.S. Department of Education

[2]States were permitted to use not more than 2.5 percent of the Governors' funds for administrative costs.

[3]The Crime Control Act of 1990 modified the Governors' program to set aside 10% of the funds for drug abuse resistance education, 5% to support replication of effective prevention programs, 42.5% to support HRY programs, and up to 2.5% to support administrative costs. The remainder (40%) can be distributed at each Governor's discretion for other prevention efforts.

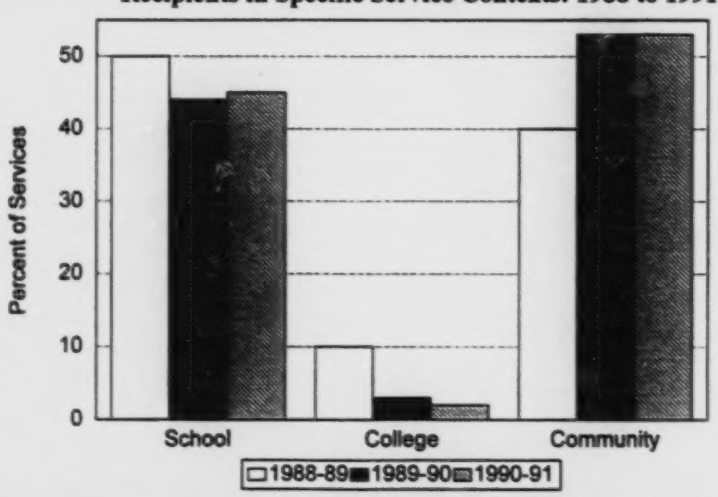
- summarize findings and suggestions regarding the Governors' DFSCA programs.

The principal data source for this chapter was the 1989 to 1991 biennial performance report that the U.S. Department of Education (**ED**) required from each administrative unit responsible for Governors' funds in the 50 states, the District of Columbia, and six territories (Puerto Rico, American Samoa, Northern Mariana Islands, Virgin Islands, Guam, and Palau). Three sources from the prior implementation study provided data for comparing the second biennial report findings with data from the Act's initial implementation period: (1) a mail survey (which served as the first biennial performance report) of all state-level administrative units responsible for administering Governors' DFSCA funds in the 50 states, the District of Columbia, and Puerto Rico; (2) a mail survey of a nationally representative sample of GARs in operation as of December 1, 1989; and (3) visits to a purposively selected sample of projects operated by 10 local recipients of Governors' funds.

Service Delivery Context

GARs provide services through varied school-based and community projects; from 1989 to 1991, GARs on average provided 53 percent of their services in community settings, 44 to 45 percent in elementary and secondary school settings, and only 2 to 3 percent in two-year and four-year colleges. As shown in ***Exhibit 2.1***, this distribution across settings differs somewhat from service delivery locations during initial implementation of the Act (as reported for 1988-89). During that period, GARs overall delivered 50 percent of their services in school settings, 40 percent in community settings, and 10 percent in other contexts, including colleges.

Exhibit 2.1 Percentage of Services Delivered by Governors' Award Recipients in Specific Service Contexts: 1988 to 1991



Sources: 1989-91 Biennial Performance Report: Governors' Program, Item 8, and *A Study of the DFSCA: State and Local Programs*, GAR Questionnaire, Item 10. 1989 respondents were local program coordinators.

Federal legislative changes may account in large part for the variation in service locations between the

two periods. In 1989 the DFSCA was amended to direct states, when awarding HRY funds, to give priority to assisting community agencies and organizations, parent groups, and other community entities that are capable of providing allowable services to high-risk youth. This legislative emphasis on community service providers may help explain the 13 percent increase in community-based services and the 5 percent decrease in school-based programs over the three-year period shown in ***Exhibit 2.1***. Furthermore, in 1989 Congress added "a juvenile in a detention facility" to the DFSCA definition of HRY. Prior to this definition change, the reporting form used a category (other) that combined services in detention centers with services in colleges and other specified sites; GARs reported that they delivered 10 percent of their services in these combined locations. The second biennial performance report did not combine two-year and four-year colleges with "other" service locations; states reported that only 2 to 3 percent of GAR services were delivered in colleges and they likely reported services to juveniles in detention centers under the community service delivery category.

Recipients of Services Provided by Governors' Award Recipients

With resources from the DFSCA, Governors' offices served more than 18 million individuals in 1989-90 and 1990-91. When asked about the age of service recipients, states reported that over 60 percent were school-aged youth, ages 5 to 18. About one-fourth were adults, ages 19 or older, and roughly 10 percent were children under age 5. ***Exhibit 2.2*** shows these numbers along with the percentages of GARs that targeted these age groups during the 1988-89 period. Making comparisons between the different periods has been difficult because

Exhibit 2.2 Ages of Individuals Who Received Services Under the DFSCA Part B Governors' Program: 1988 to 1991

	1988-89 (n=1,730 GARs)[a]	1989-90 (n=40 states)[b]		1990-91 (n=42 states)[b]	
Age Group	Percentage of GARs That Targeted Group[c,d]	Number of Individuals Served	Percentage of Individuals Served	Number of Individuals Served	Percentage of Individuals Served
Aged 0-4	9%	685,992	9%	1,141,728	11%
Aged 5-18	78%	4,788,188	65%	6,671,237	61%
Aged 19 and older	25%	1,930,657	26%	3,003,525	28%
Total		7,404,837	100%	10,816,490	100%

Sources: 1989-91 Biennial Performance Report: Governors' Program, Item 3; and *A Study of the DFSCA: State and Local Programs*, GAR Questionnaire, Item 11.

[a] "n" equals the number of GARs in the study.

[b] "n" equals the number of states that responded to this item.

[c] Estimated percentage of GARs that designated each specific population as "a main target group for activities supported by DFSCA Governors' funds." Responses do not sum to 100 percent because additional response options were included and respondents checked all that applied.

[d] The second biennial report did not include the number of individuals served.

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the report items were not identical and the response options for 1988-89 allowed multiple responses. Nevertheless, these data may indicate that in 1989 to 1991, GARs focused slightly fewer of their efforts on school-age youth than they had in 1988-89. One explanation for these findings may be that communities' increasing awareness of DFSCA over time resulted in identification of more populations needing services and thus an expansion of services beyond the school-aged population. The changes also may reflect a growing recognition that, to be most effective, AOD prevention and education programs (1) must begin with preschool children and remain an ongoing part of their lives and (2) must train and involve entire families and communities.

Exhibit 2.3 shows by race/ethnicity the percentage of individuals receiving GAR services from 1989 to 1991 and the nation's school enrollment in Fall 1991. The exhibit shows that the population served by GARs reflected the racial/ethnic distribution of students enrolled in public elementary and secondary schools: 67 percent White (not of Hispanic origin), 16 percent African American (not of Hispanic origin), 12 percent Hispanic, 3 percent American Indian/Alaska Native, and 1 percent Asian/Pacific Islander.

Exhibit 2.3 Racial/Ethnic Distribution of the Overall Student Enrollment and of the Individuals Served Under the DFSCA Part B Governors' Program: 1989 to 1991

Race/Ethnic Group	Percentage of Overall Student Enrollment	Percentage of Individuals Served	
	Fall 1991	1989-90 (n=35 states)	1990-91 (n=37 states)
White (not of Hispanic origin)	67%	63%	67%
African American (not of Hispanic origin)	16%	17%	17%
Hispanic	12%	16%	13%
American Indian/Alaska Native	3%	3%	2%
Asian/Pacific Islander	1%	1%	1%

Source: 1989-91 Biennial Performance Report: Governors' Program, Item 2; National Center for Education Statistics, *Digest of Education Statistics 1993*, page 61.
Note: "n" equals the number of states that responded to this item.

Specific Target Groups who Received Services

Through resources provided by DFSCA, Governors were able to fund drug prevention and education projects reaching a wide variety of target groups including school-aged youth, school personnel, parents, law enforcement officials, community-based health professionals and other community members. ***Exhibit 2.4*** presents the numbers of individuals in target

populations served during the second biennial reporting period. These percentages are related to, but not the same as, the target populations reported by GARs that participated in the implementation study (see ***Exhibit 2.5***). The data from the two periods yield dissimilar but revealing information about target populations; the earlier findings (1988-89) indicate the populations that GARs targeted for services, whereas the later data (1989-90 and 1990-91) reveal the targeted individuals actually served. The results suggest that perhaps some GARs

Exhibit 2.4 Target Populations Who Received Services Under the DFSCA Part B Governors' Program From 1989 to 1991

Target Population[a]	1989-90 (n=40 states)[b]		1990-91 (n=40 states)[b]	
	Number of Individuals Served	Percentage of Individuals Served	Number of Individuals Served	Percentage of Individuals Served
School-aged youth, in school	3,599,397	40%	5,137,170	37%
School-aged youth, not in school	451,814	5%	771,872	6%
Teachers, counselors and other school personnel	920,965	10%	665,873	5%
Parents	2,173,014	24%	3,834,905	27%
Law enforcement officials, community-based health professionals, and community members	1,914,627	21%	3,665,084	26%
Total	9,059,817	100%	14,074,904	100%

Source: 1989-91 Biennial Performance Report: Governors' Program, Item 5.
[a] Not all states maintained data in this format.
[b] "n" equals the number of states that responded to this item.

Exhibit 2.5 Populations Targeted by Governors' Award Recipients in 1988-89

Target Population	1988-89 (n=1,730 GARs)[a]
	Percentage of GARs Serving the Target Population[b, c]
School-aged youth	80%[c]
Teachers, counselors and other school personnel	43%
Parents	55%
Law enforcement officials, community-based health professionals, and community members	37%

Source: *A Study of the DFSCA: State and Local Programs*, GAR Questionnaire, Item 11.
[a] "n" equals the number of GARs in the study's population.
[b] Percent of GARs that reported specific population as "a main target group for activities supported by DFSCA Governors' funds." Responses do not sum to 100 percent because additional response options were included and respondents checked all that applied.
[c] The 1988-89 study did not include separate items for youth in school and those not in school.

consider themselves as targeting certain populations even though members of those populations make up only a small portion of the service recipients. For example, in 1988-89 some 55 percent of Governors' programs reported that they targeted parents, but in 1989-90 and 1990-91, parents made up only 24 and 27 percent, respectively, of the populations served by GARs.

In-school youth represented the single largest group receiving services from GARs during the second biennial performance report period (40 percent of service recipients in 1989-90 and 37 percent in 1990-91). The percentage of service recipients who were parents increased during this period from about 24 to 27 percent; similarly, the percentage represented by law enforcement officials, community-based health professionals, and other community members increased from 21 to 26 percent. In contrast, out-of-school youth represented only a small percentage of the people served by GARs during the second biennial reporting period (5 percent in 1989-90 and 6 percent in 1990-91). In 1989-90 only 10 percent of service recipients were teachers, counselors and other school personnel, and by the next year, the proportion had declined to only 5 percent.

According to program planners, serving the population of school dropouts presents a difficult challenge because no key organizations or settings exist where most out-of-school youth can be reached. Schools and GARs alike have told us that dropouts are difficult to locate, recruit, and retain in AOD prevention programs. The low number of dropouts served by GARs seems disappointing given the legislation's and ED's intent for DFSCA Governors' funds to serve this population and given the fact that a high percentage of dropouts are African Americans and Hispanics — groups that have historically been underserved educationally. Further, this finding is particularly unfortunate because, even though few prevalence studies have focused on dropouts, school officials we have talked to believe that AOD use among dropouts is higher than among students enrolled in and attending school.

A number of converging factors may account for the decline in services to teachers, counselors, and other personnel from 1989-90 to 1990-91. First, during the initial few years after DFSCA enactment, high percentages of GARs (see ***Exhibit 2.5***) and school districts used substantial portions of their DFSCA funds to purchase AOD prevention curriculum materials and to provide associated training for teachers. After this extensive effort, training for teachers could be expected to decline. Additionally, the 1989 amendments encouraged school systems to hire trained counselors to deliver AOD prevention services; these newly hired professionals likely needed little immediate training. Finally, in the 1989 amendments, Congress provided funds for counselor training in DFSCA Part C, which reduced the need for GARs to use their Part B resources for this activity.

Populations Targeted by High-Risk Youth and Other Discretionary Projects

As previously noted, DFSCA legislation in effect during the second biennial report period required states to award at least 50 percent of the Governors' funds to projects that served HRY. During this period, states also could allocate up to 2.5 percent of Governors' funds for program administration. Any remaining funds, which were generally designated as OD (other discretionary) funds, were to be distributed at each Governor's discretion for AOD prevention efforts. ***Exhibit 2.6*** shows the percentages of HRY award recipients that provided services to specific high-risk and other target populations. About half of the programs targeted economically disadvantaged youth, 42 to 46 percent targeted children of alcoholics and/or drug abusers, and 36 to 38 percent targeted students experiencing academic failure.

Exhibit 2.6 Populations Targeted by Governors' High-Risk Youth Award Recipients in 1989-90 and 1990-91

Target Population	Percentage of HRY Award Recipients Providing Services	
	1989-90 (n=47 states)[a]	1990-91 (n=48 states)[b]
Youth at high risk for alcohol and other drug use as defined in DFSCA:		
Dropouts	24%	24%
Students experiencing academic failure	38%	36%
Economically disadvantaged youth	51%	49%
Children of alcoholics/drug abusers	46%	42%
Pregnant youth	25%	23%
Abused or neglected youth	34%	31%
Youth who have committed violent or delinquent acts	31%	30%
Youth with emotional problems	33%	31%
Youth who have attempted suicide	24%	23%
Physically disabled or chronically ill children/youth	11%	11%
Juveniles in detention centers	8%	10%
Other categories:		
Latchkey children	8%	9%
Homeless and/or runaway youth	10%	10%
Students in general	27%	32%
Student athletes	6%	6%
Parents	29%	29%
Counselors	15%	13%
Teachers and other school staff (not counselors)	23%	20%
Community groups/organizations	31%	31%
Law enforcement agencies	9%	8%

Sources: 1989-91 Biennial Performance Report: Governors' Program, Items 6A and 10A.

Note: An award may be represented in more than one target population category.

[a] The 47 states that responded to this item reported a total of 1,286 HRY awards for 1989-90.

[b] The 48 states that responded to this item reported a total of 1,428 HRY awards for 1990-91.

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Among the high-risk groups least targeted by HRY projects were juveniles in detention centers. During the 1989-90 reporting period, only 8 percent of these projects targeted services to this population, which was first added as a DFSCA HRY category in the 1989 amendments. Ohio and Nevada were among the states that reported programs targeted to youth involved with the juvenile justice system. One program in Nevada, the Solid Ground pre-vocational training program for juvenile offenders, received recognition from the Office of Substance Abuse Prevention (OSAP)[4] in 1991.

To intervene and prevent youth from entering the state's detention facilities, the Office of Children and Youth in the state of Hawaii sponsored a youth employment conference that focused on developing employment skills and securing employment for high-risk youth. School counselors and youth service staff from community organizations attended a conference sponsored by the State Department of Education and the State Commission on Manpower and Full Employment and developed a policy impact statement and recommendations that were later incorporated into the state's AOD prevention plan. In addition, a few states provided family support for children of incarcerated AOD abusers.

The DFSCA Biennial Report form did not ask states to indicate their reasons for targeting specific HRY populations. Even so, as part of their narrative descriptions of evaluation activities, some states did discuss their reasons, which included concern about the high incidence of teenage pregnancy, gang activity, youth incarceration, and so forth. The importance of an HRY component, as explained in the states' narrative responses, is that it places emphasis on developing AOD prevention and education for populations who have been neglected in mainstream prevention programming. By focusing on high-risk youth, prevention program staff are forced to (1) examine traditional methods that may have been unsuccessful in reaching some populations, and (2) explore alternatives that are responsive to cultural sensitivity, family and environmental conditions, and other issues that affect AOD abuse.

In addition to serving youth with specific risk factors, some projects funded by HRY awards served other relevant groups: general student population (27 percent of the projects in 1989-90, and 32 percent in 1990-91), parents (29 percent), and community groups (31 percent). A few HRY projects served latchkey children (8 to 9 percent), student athletes (6 percent), homeless and/or runaway children (10 percent), and law enforcement agencies (8 to 9 percent).

[4]OSAP is now known as the Center for Substance Abuse and Prevention (CSAP), an agency within the U.S. Department of Health and Human Services.

The true percentage of GARs serving any of these groups, however, may be understated. Several states reported difficulty in determining the extent to which local programs adhered to the definitional requirements for HRY because they had not kept data in formats that would provide the level of detail defined by the high-risk categories. Moreover, because high-risk youth typically fall under multiple risk categories, record-keeping has been difficult to maintain accurately. Many states tended to award funds through collaborative grants and projects that proposed to serve youth in most, if not all, HRY categories.

Governors' programs used OD funds to target many of the same populations that were targeted by HRY projects. Interestingly, nearly a third of projects receiving OD funds served students who had committed violent or delinquent acts. Approximately one-fourth of OD projects, much like the HRY projects, targeted parents (see ***Exhibit 2.7***). OD projects worked with students in general (43 percent), community groups (37 to 38 percent), and law enforcement agencies (23 to 24 percent) more than did HRY projects.

Types of Services Provided by Governors' Award Recipients

In most states, the Governors' DFSCA funds enabled expansion of prevention and education services through community-based projects. The infusion of DFSCA money through Governors' offices stimulated community involvement and fostered community ownership of projects. Many states, including Idaho, Missouri, and Montana, established networks to coordinate AOD prevention efforts, share information and ideas, and eliminate duplication of services. States also reported that as resources became available they provided increased technical assistance to local projects, which stimulated a rise in the number of local groups competing for HRY and OD awards. Montana, for example, increased community-based programs by 30 percent between 1988 and 1991 and mobilized 20 towns with training to identify high-risk youth.

Project NET, a three-year pilot project developed by the state of Maine, provided an innovative community-based model of coordinated services to prevent relapse in chemically dependent adolescents who are at high-risk for recurrent AOD abuse. Project NET's direct service initiatives included development of a "Safety Net" in the home communities of adolescents who had received substance abuse treatment services, development of a "Community Network" to assist and allow young people to maintain recovery in their home communities, and establishment of a "Drag Net" to attract adolescents who were harmfully involved with substances and encourage them to explore healthier lifestyles. In Virginia, the Statewide Network for Schools and Communities was funded at $1,000,000 to support the AOD

Exhibit 2.7 Populations Targeted by Governors' Other Discretionary Award Recipients in 1989-90 and 1990-91

Target population	Percentage of OD Award Recipients Providing Services	
	1989-90 (n=41 states)[a]	1990-91 (n=42 states)[b]
Youth at high-risk for alcohol and other drug use as defined in DFSCA		
Dropouts	6%	6%
Students experiencing academic failure	9%	11%
Economically disadvantaged youth	15%	16%
Children of alcoholics/drug abusers	13%	12%
Pregnant youth	4%	5%
Abused or neglected youth	7%	6%
Youth who have committed violent or delinquent acts	31%	30%
Youth with emotional problems	7%	6%
Youth who have attempted suicide	4%	5%
Physically disabled or chronically ill children/youth	3%	5%
Juveniles in detention centers	3%	2%
Other categories		
Latchkey children	3%	5%
Homeless and/or runaway youth	2%	2%
Students in general	43%	43%
Student athletes	6%	4%
Parents	23%	24%
Counselors	12%	9%
Teachers and other school staff (not counselors)	18%	15%
Community groups/organizations	37%	38%
Law enforcement agencies	10%	8%

Source: 1989-91 Biennial Performance Reports: Governors' Programs, Items 6A and 10A.
Note: An award may be represented in more than one target population category.
[a] The 41 states that responded to this item reported a total of 730 OD awards for 1989-90.
[b] The 42 states that responded to this item reported a total of 965 OD awards for 1990-91.

prevention and education activities of community and school projects. Regional planning councils in Vermont provided multifaceted services to address the needs of pregnant teens, to prevent suicide and provide family support services for HRY, and to coordinate efforts of state and local programs through various service-providing agencies. Likewise, a large portion of the Governor's DFSCA funds in Kansas ($482,341 in 1989 and again in 1991) was dedicated to the expansion of the Kansas Regional Drug Abuse Prevention Network. An additional $166,000

each year paid for the coordination of 12 regional prevention centers that supported the state's schools and communities.

Other findings suggest that states recognized the importance of involving parents and community members in the role of intervention and prevention strategies to protect children from AOD abuse. In fact, the services most frequently provided by HRY and OD award grantees in 1989 to 1991 were those designed to increase parent and community involvement in drug education and prevention (see ***Exhibit 2.8***). Some of the projects provided resources to develop parent training programs focused on skill-building activities for parents of high-risk youth. Many of these projects engaged parents as trainers of other parents, provided parent mentors for other parents, and encouraged parents to assume leadership roles in designing and implementing project activities. The state of Pennsylvania awarded grants from the Governor's discretionary funds to prevent drug abuse, school failure, dropping out, and other risk factors by improving child-rearing skills of parents of at-risk children. These projects were funded for three years beginning June 1, 1989. DFSCA funds fully supported the first year of the projects; communities then were required to match 20 percent of the funds in the second year and 40 percent in the third year. The decreases in funding were intended to encourage projects to become self-sufficient and to free funds to establish additional projects. In Colorado, a project called Family Resource Schools provided education and support to families. By building

Exhibit 2.8 Types of Service Provided by Governors' High-Risk Youth and Other Discretionary Award Recipients in 1989-90 and 1990-91

Type of Service	Percentage of HRY Award Recipients Providing Services		Percentage of OD Award Recipients Providing Services	
	1989-90 (n=47 states)[a]	1990-91 (n=48 states)[a]	1989-90 (n=44 states)[a]	1990-91 (n=46 states)[a]
Parent/community involvement	42%	45%	49%	44%
Student assistance programs (includes counseling, mentoring, and identification and referral)	41%	40%	17%	17%
Services for out-of-school youth	25%	26%	11%	13%
Student Instruction	24%	28%	22%	23%
Teacher and other staff training (not counselor)	24%	22%	16%	18%
Coordination with law enforcement	20%	19%	13%	13%
Special (one-time) events	19%	19%	17%	19%
Alternative education programs	15%	13%	15%	9%
Curriculum development or acquisition	14%	15%	9%	12%
Counselor training	13%	11%	12%	10%
Media activities	12%	13%	17%	14%
Prevalence surveys	6%	5%	6%	5%

Source: 1989-91 Biennial Performance Report: Governors' Program, Item 9A.
[a] "n" equals the number of states that responded to this item.

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positive parent and child interactions and establishing strong community-school links, project leaders hoped to increase academic performance and reduce the risk of substance abuse among students. Through the project's efforts, parents became teachers and mentors of other parents, 16 parents were hired to work as staff in eight schools, and teachers provided support and guidance to parents.

A large percentage of HRY projects (41 percent in 1989-90 and 40 percent in 1990-91) received funding to provide student assistance services in the form of counseling, mentoring, and identifying and referring youth with drug-related problems to other community resources. Kentucky, for example, used DFSCA funds to support student assistance coordinators in schools and to establish 17 school-based student assistance programs (**SAPs**). The coordinators not only served in their own schools but also trained and consulted with "core teams" of school staff to implement SAPs statewide. With this mechanism, DFSCA dollars were able to stimulate and support the development of many additional student assistance programs (about three times the number directly funded).

From 1989 to 1991, about one-fourth of the HRY grantees provided each of the following categories of services: services for out-of-school youth, training for teachers and other staff, and student instruction. A few (12 to 13 percent) developed media activities or trained counselors (11 to 13 percent). Very few award recipients conducted AOD prevalence surveys (6 percent in 1989-90, and 5 percent in 1990-91); nevertheless, about one-third to one-half of the GARs had access to recent information from prevalence studies conducted during the previous two to three years.

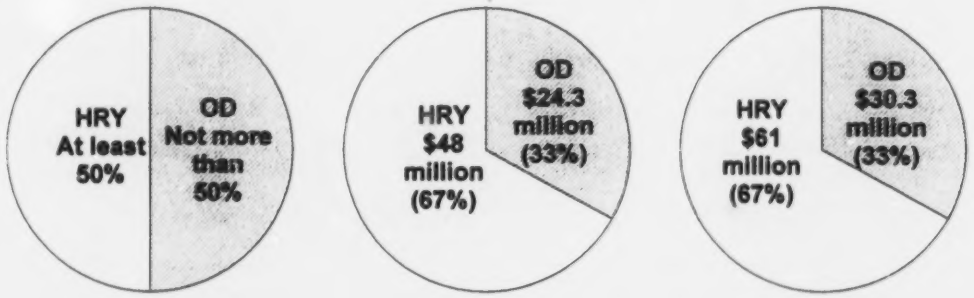
In comparing OD and HRY projects, we found that both types of grantees provided some services at similar levels: counselor training, student instruction, parent/community involvement, alternative education programs, media activities, and special events. On the other hand, as shown in ***Exhibit 2.8***, OD projects provided the following services less often than did HRY projects: teacher and staff training, student assistance programs, services for out-of-school youth, and coordination with law enforcement agencies. These results indicate that states tended to use HRY funds to provide services to youth and school personnel and were inclined to direct a larger portion of OD funds, similar to the portion of HRY funds, to serve parents and the larger community.

Distribution of Funds for High-Risk Youth and Other Discretionary Awards

In distributing Governors' funds, the states substantially exceeded the minimum proportion they were required to direct toward HRY projects. Governors' programs allotted 67 percent of their DFSCA funds to HRY projects and 33 percent to OD projects in 1989-90 and 1990-91. Thus, the states' HRY allotment exceeded by 17 percentage points the minimum allotment (i.e., not less than 50 percent) required during this time period by DFSCA legislation (see ***Exhibit 2.9***). HRY awards totaled more than $48 million dollars in 1989-90 and, with the increase in DFSCA funding, over $61 million in 1990-91. OD funds summed $24.3 million in 1989-90 and $30.3 million in 1990-91. During 1989-90, 1,286 HRY projects, and 730 OD projects were in operation. In the following year, states funded 1,428 HRY projects and 965 OD projects.

Governors' offices used various decision-making mechanisms to establish DFSCA funding priorities. Most states assessed regional needs by using prevalence survey data, crime statistics, education indicators, and data from health and human service agencies. Drug policy

Exhibit 2.9 Distribution of Governors' High-Risk Youth and Other Discretionary Grant Funds: 1989-90 to 1990-91



Legislative Guidelines for Distribution of Governors' HRY and OD Funds 1989-91

Actual Distribution of Governors' HRY and OD Funds 1989-90

Actual Distribution of Governors' HRY and OD Funds 1990-91

Sources: 1989-91 Biennial Performance Report: Governors' Program, Items 6A and 7A, and the Drug Free Schools and Community Act of 1986.

Note: Items 6A and 7A requested only the total amount of funds awarded for each of the two types of awards, HRY and OD; therefore, we do not show the amount of funds retained for state-level program administration.

councils established by some Governors had the authority to make funding decisions based on testimonies from local community leaders, law enforcement officials, experts in the field, and service providers in prevention and treatment programs. The state of Mississippi, for example, sought guidance from several advisory boards before establishing HRY funding priorities; reportedly, youth in low socioeconomic levels have always been given priority because Mississippi is a rural low-income state. Some states encouraged communities to conduct local needs assessments to determine target groups. In narrative descriptions of funding decisions, several states reported that they directed most funds to urban and high-poverty rural areas with large HRY populations. In many cases these youths not only met the DFSCA definitional requirements for high risk, but also met other criteria for risk as defined by the projects themselves. Regardless of their reasons for selecting and maintaining particular ratios of HRY to OD funds, states overwhelmingly signaled their agreement with federal legislation that Governors' DFSCA funds are most effectively used by focusing on high-risk youth.

Duration of Awards

Between 1987 and 1991, the typical duration of Governors' awards changed markedly (see ***Exhibit 2.10***). The percentage of HRY awards lasting a year or more increased by 55 percent, and the percentage of OD projects funded for less than six months quadrupled. In both award categories, changes were made primarily at the expense of awards lasting 6 to 12 months.

During the first few years of DFSCA, some GAR representatives complained that awards of short duration hampered program planning and staff hiring. Moreover, they reported that

Exhibit 2.10 Duration of High-Risk Youth and Other Discretionary Awards from 1987-88 to 1990-91

Duration of Award	Percentage of HRY Awards				Percentage of OD Awards			
	1987-88 (n=48 states)[a]	1988-89 (n=50 states)[a]	1989-90 (n=49 states)[b]	1990-91 (n=50 states)[b]	1987-88 (n=40 states)[a]	1988-89 (n=42 states)[a]	1989-90 (n=47 states)[b]	1990-91 (n=47 states)[b]
Less than 6 months	7%	<1%	3%	3%	5%	5%	11%	24%
6 to 12 months	44%	48%	27%	21%	47%	41%	41%	24%
12 months or more	49%	52%	70%	76%	47%	54%	48%	52%

Sources: 1989-91 Biennial Performance Report: Governors' Programs, Items 6A and 7A; and A Study of the DFSCA: State and Local Programs, Governors' Program Questionnaire, Item 24E.

[a] "n" equals the number of states in the 1987-89 study (N=52) that responded to this item.

[b] "n" equals the number of states in the 1989-91 study (N=57) that responded to this item.

schools were reluctant to refer students to short-lived services. During the second biennial reporting period, Governors' staff took steps to reduce the number of awards for HRY projects lasting less than a year; at the same time, however, the number of OD awards lasting less than six months increased significantly.

During the initial implementation study (1987-89), some state-level administrators of Governors' programs indicated that small grants enable Governors to distribute awards to support many projects throughout their states. By increasing the portion of OD funds for this purpose, Governors can simultaneously accomplish two objectives: (1) to distribute funds widely throughout their states and (2) to award sizeable grants of longer duration to support extensive work with some service recipients, such as high-risk youth.

Size of Awards

The size of HRY awards varied somewhat from 1987 to 1991 (see ***Exhibit 2.11***). Even so, during each year the majority (56 to 60 percent) of awards ranged between $10,000 and $49,999, and grants from $2,500 to $9,999 consistently accounted for 15 to 16 percent of the awards. The largest variations occurred among awards that were less than $2,499 or more than $49,999. Awards less than $2,499 decreased from 13 percent in 1987-88 to 5 percent in 1990-91; awards over $49,999 increased from 15 to 23 percent during this same four-year period. These results clearly show the intent of states to provide larger HRY awards.

Exhibit 2.11 High-Risk Youth Awards Sizes from 1987-88 to 1990-91

	HRY Awards					
	1987-88 (n=49 states)[a]	1988-89 (n=51 states)[a]	1989-90 (n=49 states)[b]		1990-91 (n=50 states)[b]	
Size of Award	Percent of Awards	Percent of Awards	Percent of Awards	Total Amount of Awards	Percent of Awards	Total Amount of Awards
Less than $2,499	13%	6%	7%	$124,421	5%	$117,882
$2,500 - $9,999	16%	15%	16%	$1,208,969	15%	$1,302,470
$10,000 - $49,999	56%	60%	60%	$19,791,977	57%	$20,757,735
$50,000 - $99,000	11%	14%	12%	$10,360,542	16%	$13,962,608
More than $100,000	4%	5%	5%	$16,996,512	7%	$25,044,602
Total	100%	100%	100%	$48,482,421	100%	$61,185,297

Sources: 1989-91 Biennial Performance Report: Governors' Program, Item 6B and 7B; and A Study of the DFSCA: States and Local Programs, Governors' Program Questionnaire, Item 24B.
Note: The 1987-89 study did not survey amount of funds by size of award.
[a] "n" equals the number of states in the 1987-89 study (N=52) that responded to this item.
[b] "n" equals the number of states in the 1989-91 study (N=57) that responded to this item.

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In contrast to HRY award sizes, the percentage of OD awards less than $2,499 increased in 1990-91 to 26 percent, up 6 percent from 1989-90 and 9 percent from 1988-89 (see ***Exhibit 2.12***). The percentage of large awards (more than $100,000) also rose in 1990-91. Such shifts in distribution were accomplished primarily at the expense of moderate size awards. These results demonstrate the Governors' inclinations to increasingly award small OD grants while maintaining a portion of OD funds for awards over $100,000.

Exhibit 2.12 Other Discretionary Award Sizes from 1987-88 to 1990-91

	Other Discretionary Awards					
	1987-88 (n=49states)[a]	1988-89 (n=51 states)[a]	1989-90 (n=47 states)[b]		1990-91 (n=47 states)[b]	
Size of Award	Percent of Awards	Percent of Awards	Percent of Awards	Total Amount of Awards	Percent of Awards	Total Amount of Awards
Less than $2,499	20%	17%	20%	$154,994	26%	$231,134
$2,500 - $9,999	24%	29%	19%	$709,173	19%	$969,509
$10,000 - $49,999	40%	40%	44%	$6,644,277	39%	$8,285,856
$50,000 - $99,000	10%	9%	11%	$5,829,514	9%	$8,728,504
More than 100,000	6%	5%	6%	$10,943,130	7%	$12,131,658
Total	100%	100%	100%	$24,281,086	100%	$30,346,661

Sources: 1989-91 Biennial Performance Report: Governors' Program, Item 6B and 7B; and A Study of the DFSCA, Governors' Program Questionnaire, Item 24A.
Note: The 1987-89 study did not survey amount of funds awarded by size of award.
[a] "n" equals the number of states in the 1987-89 study (N=52) that responded to this item.
[b] "n" equals the number of states in the 1989-91 study (N=57) that responded to this item.

Similar to the benefits of awarding short-term OD grants, awarding small grant amounts allowed Governors to support many projects throughout their states. By increasing the portion of OD funds for this purpose, Governors could distribute funds widely and could also award sizeable grants of longer duration to HRY projects. Furthermore, some states used OD funds to stimulate involvement of community members in small projects for very specific populations. These grants often provided seed money to support initial project stages, but required community funds from outside sources to maintain programs beyond the first year.

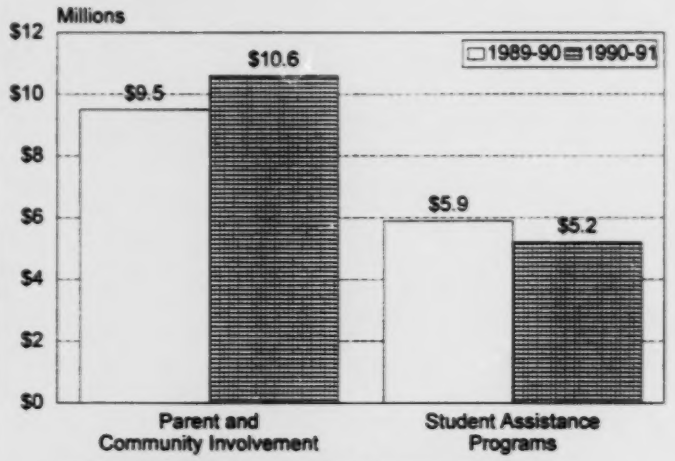
Nebraska used OD funds to support a mini-grants program to encourage community-based projects. Similarly, Arizona's planning grant program offered small grants to new or developing "alliance communities" to support planning activities. Alliance communities were projects that used funds to conduct needs assessments, build community coalitions, develop mission statements, set goals and objectives, and plan other community activities. In these

neighborhoods, DFSCA funds supported collaborative efforts (of law enforcement officials; health, education, and community leaders; elected officials; and parents) in planning innovative community-based prevention and education projects. From Arizona's $30,800 in OD funds awarded in 1989-90, local grantees generated an additional $93,270 in community funds, $13,062 in in-kind contributions, and 13,200 volunteer hours addressing community AOD prevention. This particular program continued for three years, after which, funds were directed to HRY programs.

Award Amounts for the Most Frequently Funded High-Risk Youth Services

Parent and community involvement projects and student assistance programs were the most frequently funded services for high-risk youth. In 1989-90 HRY awards for parent and community involvement ranged from about $7,000 to more than $2.6 million per grant, and totaled nearly $9.5 million (see ***Exhibit 2.13***). In 1990-91 states gave even higher priority to parent and community involvement; awards ranged from $47,295 to over $4 million and totaled more than $10.5 million. Awards for student assistance programs totaled about $5.9 million in 1989-90 and $5.2 million in the following year.

Exhibit 2.13 Levels of Funding Awarded to the Two Most Frequently Funded Types of High-Risk Youth Projects: 1989-90 and 1990-91



Source: 1989-91 Biennial Performance Report, Governors' Program, Item 9b.

Conclusions and Recommendations

DFSCA provided Governors with over $85 million in 1989-90 and more than $123 million in 1990-91 for AOD prevention and education for youth.[5] With these resources, states provided services to more than 15 million individuals in 1989-90 and again in 1990-91.

[5]Source: U.S. Department of Education

When Congress took the unusual step of making DFSCA monies available to Governors as well as SEAs, it made known its intent to support programs that would affect whole communities, including youth who were not attending school. Given this background, we were somewhat surprised by findings from the first biennial report indicating GARs nationwide were delivering only 40 percent of their services in community settings and 60 percent in schools or other settings. In the 1989 amendments, however, Congress encouraged Governors to direct a larger portion of the HRY funds to community-based settings by giving priority to assisting community agencies and organizations, parent groups, and other community entities that are capable of serving HRY, especially those not normally served by schools. With these amendments the percentage of GAR services delivered in community settings increased to 53 percent, movement in the direction intended by Congress.

During 1987 to 1991, the majority of GAR service recipients were youth ages 5 to 18; even so, over this four-year period GARs progressively increased services to individuals ages 18 and over, and they increased services to children ages 4 and under. These changes may reflect a growing recognition of the need for (1) AOD education among the nation's youngest children and (2) involvement of entire families and communities in drug prevention and education for youth.

Between 1989-90 and 1990-91 only small shifts occurred in the racial/ethnic mix of individuals served by Governors' DFSCA funds. Nevertheless, the absolute numbers of individuals served among all racial/ethnic groups increased in 1990-91 due to growth in federal funding.

Youth attending school represented the single largest group receiving services from GARs during 1989 to 1991, accounting for 37 to 40 percent of the individuals served. Similarly, the initial implementation study found that 80 percent of the GARs considered school-aged youth as main targets for their DFSCA-supported activities. The high-risk youth most frequently targeted by Governors' HRY projects from 1989 to 1991 were economically disadvantaged children, children of alcoholics and/or drug abusers, and students experiencing academic failure. Many of the Governors' OD award recipients also served high-risk youth, such as those who had committed violent or delinquent acts. Overall however, OD projects tended to use DFSCA funds for the general student population, parents, community organizations, and law enforcement agencies. The most frequently provided services by both HRY and OD grantees were student assistance programs and programs for parent and community involvement in drug prevention.

In 1989-90 and 1990-91, states allotted 67 percent of Governors' funds to HRY projects and 33 percent to OD projects. The HRY allotment exceeded by 16 percentage points the minimum allotment required by DFSCA legislation during this time period. Moreover, by distributing twice as much funding to HRY projects as to OD projects, states signaled their agreement with federal legislation that Governors' DFSCA funds are most effectively used by focusing on high-risk youth.

The percentage of HRY awards totalling $50,000 or more has increased since DFSCA implementation. States also slightly increased the percentage of OD awards lasting 12 or more months; however, they continued to use a large portion of the OD funds for awards that were small in size and short in duration. By doing so, Governors' programs have been able to distribute funds widely throughout their states and to award sizeable grants of longer duration to support services to high-risk youth.

Based on findings presented in this chapter, the following actions would be helpful:

- If the Department of Education wishes to further encourage community-based services for high-risk youth, the department could provide Governors' programs with summary descriptions of state initiatives that have successfully spawned GAR projects in community settings.
- Governors' state and local programs could receive examples of GAR projects that successfully deliver services in community settings, particularly services to school dropouts, incarcerated youth or other youth involved with the juvenile justice system, and youth in other institutional settings.
- The Department of Education should consider publishing a periodic newsletter that focuses on Governors' state and local program activities. In addition, the Department should investigate the cost effectiveness of making the newsletter available on Internet.
- Comprehensive Regional Assistance Centers could sponsor periodic conferences for state and local administrators of Governors' programs to disseminate information about best practices and to promote exchange of ideas.
- Future biennial performance report forms could obtain more detailed information about GAR services to high-risk youth in community settings.

Chapter 3
SEA and LEA Programs

DFSCA legislation allocated Part B monies on the basis of states'[1] school-age population sizes, and in the Act's initial form, state and local education agencies (**SEAs** and **LEAs**) received 70 percent of each state's funds.[2] This funding formula, which was still in effect during the first of the two years covered by this report, allocated $202,453,000 to SEAs and LEAs during 1989-90. Legislative amendments to the Act in 1989, however, changed significantly the formula for distributing funds from the federal level to SEAs and LEAs. Under the new formula, the Act provided each state a base allocation for SEAs and LEAs based on statewide school-age population. The Act also provided additional funds to LEAs based on their entitlements under Chapter 1 of the Elementary and Secondary Education Act. In 1990-91, base allocations summed to $196,495,000 and the Chapter 1 formula summed to $137,104,000 yielding a grand total of $333,599,000 for the DFSCA allocation to SEA and LEA programs, an increase of more than 64 percent over the previous year. By factoring funds based on Chapter 1 entitlements into the funding formula, Congress had acknowledged a need to provide supplementary support to districts in proportion to their enrollment of disadvantaged youth.

In keeping with legislative requirements, SEAs directly granted more than 90 percent of their Part B allocations to LEAs, consortia of LEAs, and intermediate education agencies (**IEAs**). These grant recipients used the funds to operate a wide variety of allowable prevention and education activities and services. SEAs were permitted to set aside a portion of DFSCA funds for SEA programs and administrative costs incurred in carrying out their DFSCA responsibilities.

In this chapter we will describe how SEAs and LEAs used their DFSCA funds during the second biennial performance period, and we will compare these findings with results from the

[1]The DFSCA uses the term ***state*** to mean any of the 50 states, the District of Columbia, the Commonwealth of Puerto Rico, Guam, American Samoa, the Virgin Islands, Palau, or the Northern Mariana Islands.

[2]The DFSCA mandated that, from the sums appropriated or otherwise made available to carry out this title for any fiscal year, the Secretary of Education reserve 1 percent for payments to Guam, American Samoa, the Virgin Islands, Palau, and the Northern Mariana Islands.

first biennial report, which focused on implementation of the Act during 1987-88 and 1988-89. Specifically, we will:

- discuss SEA use of set-aside funds;
- describe students who received services through DFSCA-supported programs;
- report on the LEAs and IEAs/consortia receiving DFSCA funds;
- discuss LEAs that elected not to participate in the DFSCA program and their reasons for not participating;
- describe the range of services provided by LEAs and IEAs/consortia and the populations targeted ;
- examine alcohol and other drug (**AOD**) policy implementation in LEAs; and
- present findings and recommendations regarding SEA and LEA programs.

The principal data source for this chapter was the 1989-91 DFSCA Biennial Performance Report: State and Local Education Agencies' Programs, which the U.S. Department of Education required from the 50 states, the District of Columbia, and six territories (Puerto Rico, American Samoa, Northern Mariana Islands, Virgin Islands, Guam, and Palau). Three main sources provided data for comparing the 1989 to 1991 findings with results from the initial implementation study: (1) a mail survey of SEAs in the fifty states, the District of Columbia, and Puerto Rico (the survey served as the first SEA biennial performance report); (2) a mail survey of a nationally-representative sample of LEAs; and (3) site visits to SEA and LEA DFSCA programs in 10 states purposively selected to represent a broad range of DFSCA Part B programs.

SEA 10 Percent Set-Aside Funds

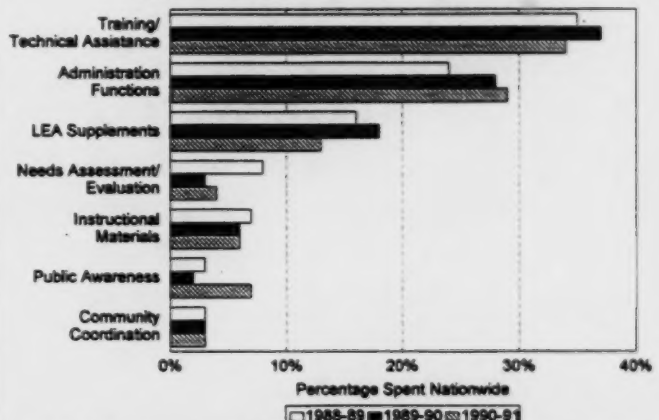
DFSCA legislation allowed SEAs to retain a portion of the SEA/LEA funds to support their statewide prevention and education programs. Known as the SEA 10 percent set-aside, these funds summed to $19,897,850 in 1989-90; after the 1989 amendments, the set-aside decreased slightly to $19,649,500 in 1990-91. Prior to the 1989 amendments, the set-aside was based on the total SEA/LEA allotment; after the amendments, the set-aside was calculated from the SEA/LEA base allocation. Under the new funding formula, Congress earmarked all DFSCA funds based on the Chapter 1 formula for support of direct services to students.

DFSCA legislation specified allowable expenditures for the set-aside funds. They included:

- training and technical assistance to programs involving drug abuse education and prevention for LEA staff and community members;
- activities to develop, identify, evaluate, and disseminate model curriculum materials for LEA consideration;
- support for demonstration projects in drug abuse education and prevention;
- support for districts serving sparsely populated areas, special needs populations or large numbers of economically disadvantaged children; and
- SEA administrative costs associated with DFSCA responsibilities.

In 1989-90 and 1990-91 SEAs used the majority of their set-aside funds to support three activities, which we discuss in following sections: training and technical assistance, administrative costs, and supplemental grant awards to LEAs. In fact, relative expenditures for these three activities have remained nearly constant throughout the first and second biennial reporting periods (see ***Exhibit 3.1***) even though SEAs had other options for spending their funds.

Exhibit 3.1 Activities Supported by SEA 10 Percent Set-Aside Funds: Distribution of Funds



Source: 1989-91 Biennial Performance Report: State and Local Programs, Item 14; and a Study of DFSCA State and Local Programs, SEA Questionnaire, Item 34.
Note: Three SEA respondents in 1987-89 and seven in 1989-91 did not report expenditures from set-aside funds. Other designations for funds include contracts, carryover money, indirect costs, equipment, salaries and services to out-of-school youth.

Training and Technical Assistance. The largest SEA expenditure was for training and technical assistance. Indeed, many state program administrators during the implementation study, cited training and technical assistance, particularly training for school/community teams and student assistance program teams, as one of the most important functions performed by SEAs. During the second biennial report period, SEAs used 34 to 37 percent of the set-aside funds to provide training and technical assistance to LEAs: $5,908,673 in 1989-90 and $6,615,536 in 1990-91. A similar amount was reported in 1988-89: $6,842,496 (35 percent).

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Program Administration. The cost to administer programs was the second largest expenditure for the SEA 10 percent set-aside funds, accounting for $4,488,721 (28 percent) in 1989-90 and $5,632,825 (29 percent) in 1990-91. The lack of a larger increase in 1990-91 is notable given that the 1989 amendments permitted SEAs to use up to 5 percent of the *base* allocation (which equals up to one-half of the SEA 10 percent set-aside) for administrative costs, nearly doubling the former allowance of 2.5 percent of the *total* SEA/LEA allocation. Further, with the 68 percent increase in total SEA/LEA funds, SEAs were faced with enlarged LEA programs that likely needed additional training and technical assistance, particularly since Congress clearly directed these funds to districts with large portions of high-risk students. The second biennial report form did not ask SEAs to explain changes in the percentage of DFSCA funds used for program administration, so we are unsure why SEAs did not use the full administrative allowance. However, based on discussions with SEA prevention program personnel, we are aware that some SEAs are reluctant to expand administrative staff and services for federally-funded programs beyond a basic minimum because they remain unsure about ongoing funding support. Furthermore, some SEAs stated proudly that they use as much funding as possible for services rather than administration.

Supplemental Grants to LEAs. Supplemental grants awarded by SEAs to LEAs amounted to $2,840,803 in 1989-90, and $2,515,377 in 1990-91. These grants enabled LEAs to provide programming that they could not otherwise afford, including services to special populations that would go unserved. For example, in the state of Idaho, additional SEA funds enabled nine small, economically disadvantaged districts to form a consortium to develop prevention programs for migrant populations. With the aid of DFSCA funds, representatives from the nine districts met monthly to share training, ideas, and program information.

Students Served by SEA and LEA DFSCA Part B Funds

According to SEAs responding to the second biennial report, more than 45.5 million students were enrolled in their public and private schools during school year 1989-90 and more than 46 million were enrolled the following year. SEAs reported that 82 percent of these students were enrolled in schools that received services funded under DFSCA Part B (SEA\LEA), accounting for over 35.6 million students during 1989-90 and over 39.5 million students during 1990-91 (a 9 percent increase over the two-year period). As shown in ***Exhibit 3.2***, approximately 93 to 94 percent of the students were enrolled in public schools that received DFSCA funding; only 6 to 7 percent of the students were in private schools that elected to participate in the DFSCA program.

Exhibit 3.2 Served Students in Public and Private Schools That Received Funds Under DFSCA Part B During 1989-90 and 1990-91

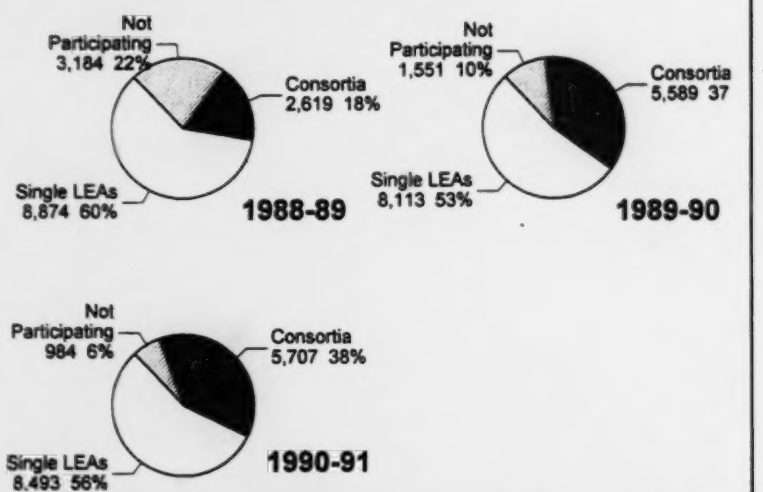
	1989-90			1990-91		
Students	Public Schools (n=51)	Private Schools (n=36)	Total (n=31)	Public Schools (n=54)	Private Schools (n=41)	Total (n=54)
Number	33,489,558	2,150,833	35,640,391	36,876,093	2,699,177	39,575,270
Percentage	94%	6%	100%	93%	7%	100%
Range Among States	1,310-4,766,890	196 - 522,942	1,506 - 5,289,832	1,470 - 4,949,448	224 - 531,489	1,694 - 5,480,937

Source: 1989-91 Biennial Performance Report: State and Local Programs, Item 8.
Note: Data may include duplicate counts of students for certain services. Data for private schools were not available for all school districts, therefore, totals are underestimated.

LEA and IEA/Consortia Participation

DFSCA legislation allowed LEAs to apply for DFSCA Part B funds either singly, through IEAs, or in consortia of LEAs. While the majority of LEAs elected to apply singly during both biennial report periods, LEA response to this option shifted markedly over time, as presented in ***Exhibit 3.3***. First, the percentage of LEAs electing not to apply for funds decreased from an estimated 22 percent during 1988-89 to only 6 percent in 1990-91. Second, the percentage of LEAs applying singly dropped 4 percentage points from 60 percent in 1988-89 to 56 percent in 1990-91. Finally, the number of LEAs participating through IEAs/consortia increased dramatically from 18 percent during the initial implementation period to 38 percent at the end of the second biennial period. Though the second biennial report form did not query SEAs on the reasons for these changes, we are aware of a number of possible contributing factors. By the second biennial report period,

Exhibit 3.3 LEA Participation and Methods of Funding LEAs Under DFSCA Part B



Sources: 1989-91 Biennial Performance Report: State and Local Educational Agencies, Item 11, and A Study of DFSCA State and Local Programs, LEA Questionniare, Item 6.

LEAs, particularly small ones, had time to recognize the benefits of forming consortia; (2) SEAs were providing an increased amount of supplemental funds to small LEAs, making it more worthwhile to participate; (3) the Federal government had enlarged DFSCA funding, increasing the amount of funding available to LEAs; (4) LEA awareness of the need for AOD prevention had likely increased; and (5) LEAs had probably expanded their awareness of viable program components.

Non-Participating LEAs

While LEA participation in the DFSCA Part B program has consistently grown since initial implementation, a small percentage (6 percent in 1990-91) of LEAs were still not participating as of 1990-91 (see ***Exhibit 3.4***). SEAs cited the low level of funds relative to the high level of effort to complete funding applications, which applies to small districts in particular, as the reason nearly three-fourths of non-participating LEAs did not apply in the second biennial period. The most frequently given reason for non-participation during the initial implementation study (cited by 32 percent of non-participating districts) was unawareness of

Exhibit 3.4 Of Non-participating LEAs, Reasons for Not Participating in the DFSCA Part B Program

Reasons for Not Participating	1988-89 (n=3,184 LEAs)[a]		1989-90 (n=33 states)		1990-91 (n=29 states)	
	Number of LEAs	Percentage of LEAs	Number of LEAs[b]	Percentage of LEAs	Number of LEAs[b]	Percentage of LEAS
Amount of LEA allocation too low relative to effort required to complete application	573	18%	716	73%	542	73%
LEAs believe current prevention programming sufficient	667	21%	47	5%	39	5%
LEAs not aware of availability of DFSCA Part B funds	1,019	32%	7	<1%	0	0%
LEAs historically do not accept any Federal funds	N/A	N/A	46	5%	40	5%
LEAs ineligible to apply for DFSCA Part B funds	N/A	N/A	20	2%	21	3%
LEAs missed SEA deadline for submitting application	N/A	N/A	74	8%	74	10%
Other (please specify)[c]	925	29%	69	7%	33	4%
Total	3,184	100%	979	100%	749	100%

Sources: 1989-91 Biennial Performance Report: State and Local Programs, Item 12, and A Study of DFSCA State and Local Programs, LEA Questionnaires, Item 12.

[a]Total number of LEAs (3,184) is an estimate based on the study's nationally representative sample.

[b]Blanks were converted to zeros if some, but not all entries for this item were blank. Data were included only if the state had previously indicated in Item 11e that one or more LEAs in that state were not participating in the program. Not all eligible states responded to this item.

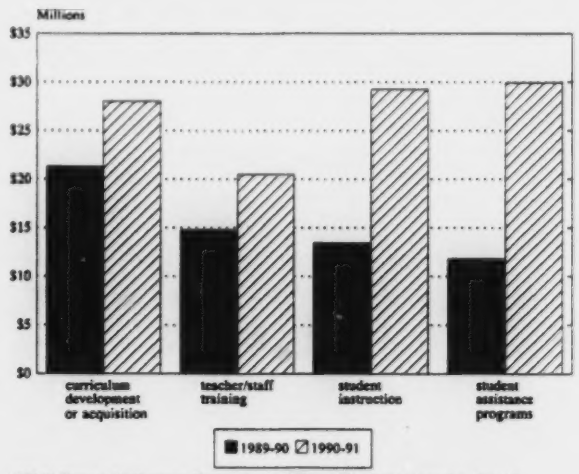
[c] Other reasons reported were: administrative changes in the LEAs, no one available to administer the grant, drugs not a problem, and "denial of a problem [with drugs and alcohol in the district]."

fund availability. In contrast, virtually no LEAs failed to participate for this reason during the second biennial period. SEAs cited a variety of other reasons for LEA non-participation during the second report period. Two examples included missed deadlines for submitting the application to the SEA (8 percent in 1989-90; 10 percent in 1990-91) and historical refusal of any federal funds (about 5 percent each year). During the initial phases of the DFSCA program, about 21 percent of non-participating LEAs believed their districts' existing prevention programs were sufficient; only 5 percent believed so during the second biennial period. This sharp decline may reflect a change in districts' perceptions of local AOD problems and/or an increase in demand for services from the broader community as a result of an expanded awareness of actual or potential substance abuse problems.

Services Provided by LEAs and IEAs/Consortia by Award Amount

Since initial implementation, LEAs as a group have used the bulk of their funds to support four services: curriculum development or acquisition, teacher/staff training, student instruction, and student assistance programs. This funding pattern has been true for LEAs funded singly and those funded through IEAs/consortia. In 1990-91, federal dollars for LEA DFSCA programs increased, and the four service categories also experienced gains in funding; but LEAs made notable shifts in distributing DFSCA funds among the services (see ***Exhibits 3.5*** and ***3.6***). First, among LEAs funded singly (***Exhibit 3.5***), which account for the majority of LEAs participating in DFSCA Part B programs, student assistance programs leaped from fourth to first place in funding amount, and student instruction moved from third place to second. By using student assistance programs and student instruction in concert, LEAs can address the needs of both high-risk students and the general student population. The smaller funding gains for curriculum development or acquisition and teacher/staff training may reflect the fact that LEAs generally used large proportions of their DFSCA funding during initial implementation to support these services. With curricula in place as fundamental program

Exhibit 3.5 Amount Awarded to LEAs Funded Singly During 1989-90 and 1990-91 (by Type of Services Provided by the LEAs)



Source: 1989-91 Biennial Performance Report, State and Local Educational Agencies, Item 15.

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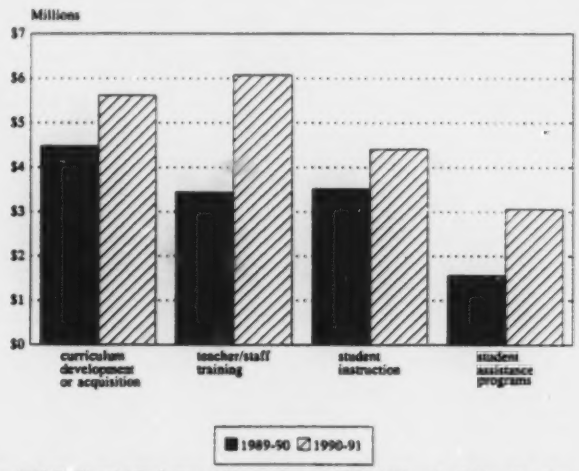
components, LEAs were positioned to turn more of their attention and resources to student instruction and student assistance.

Among LEAs participating through IEAs/consortia (***Exhibit 3.6***), student assistance programs and student instruction also showed substantial funding increases in 1990-91, but the largest increase occurred for teacher/staff training. This may reflect, at least to some extent, the belated initial program implementation by LEAs that did not participate in earlier years. This interpretation is in keeping with: (1) findings of the initial implementation study that LEAs starting a DFSCA program tended to direct their funds to curriculum and teacher/staff training and (2) the likelihood that much of the increases in LEAs participating through consortia came from LEAs that were not previously participating.

Exhibit 3.6 DFSCA Part B Amount Awarded to LEAs Participating Through IEAs/Consortia During 1989-90 and 1990-91 (by Type of Services Provided by the IEAs/Consortia)



Source: 1989-91 Biennial Performance Report, State and Local Educational Agencies , Item 15.

Populations Targeted by LEAs

In this section, we present data about the populations targeted by participating LEAs (see ***Exhibit 3.7***); however, these data must be interpreted with caution because, for population categories other than "students in general," less than half the states maintained data in this form. Moreover, the LEAs varied widely in the target population information that they tracked and were able to report. The results showed that students in general, teachers and other school staff, and high-risk students were the three groups targeted by the largest percentages of singly-funded LEAs during 1989-90 and 1990-91. Over the two-year period, the majority of LEAs (62 to 68 percent) aimed at least a portion of their services toward the general student body. Forty-two percent of the LEAs in 1989-90, and 51 percent in 1990-91 targeted teachers and other school staff. At the beginning of the second biennial period, nearly one-fourth of singly-funded LEAs targeted high-risk youth, and by the second year, the number had increased to one-third.

Exhibit 3.7 Target Populations Served by LEAs Funded Singly During 1989-90 and 1990-91

Target Population	LEAs Funded Singly			
	1989-90 (n=8,113)[a]		1990-91 (n=8,439)[a]	
	Number of LEAs	Percentage of LEAs	Number of LEAs	Percentage of LEAs
Students in general	5,011	62%	5,798	68%
Teachers and other staff	3,451	42%	4,296	51%
High-risk youth	1,988	25%	2,809	33%
Counselors	1,657	20%	2,257	27%
Parents	1,267	16%	1,939	23%
Student athletes	1,250	15%	1,412	17%
Community organizations	1,159	14%	1,412	17%
Law enforcement agencies	587	7%	985	12%
Latchkey children	377	5%	353	4%
Out-of-school youth	127	2%	185	2%

Source: 1989-91 Biennial Performance Report: State and Local Programs, Item 16.
[a]Total number of LEAs is an estimate based on the study's nationally representative sample.

Results of the second biennial performance reports indicate that populations targeted by LEAs participating in the DFSCA program through IEAs/consortia are similar to those targeted by singly-funded IEAs.

The largest percentages of LEAs participating through IEAs/consortia targeted students in general and teachers and other school staff. Also, as shown in ***Exhibit 3.8***, the number of LEAs in IEAs/consortia targeting high-risk youth nearly doubled (from 9 to 18 percent) over the two-year report period. Very few LEAs targeted latchkey children, student athletes or youth not attending school.

AOD Policy Implementation Among LEAs

The 1989 legislative amendments to the DFSCA clearly reflect Congress' intent to make the goal of drug-free schools a national priority. Section 5145 of the amendments required each LEA to certify to its SEA that it had adopted and implemented a program to prevent the use of illicit drugs and alcohol by students and employees. Among other provisions, the amendments required LEAs to include in their programs, standards of conduct applicable to students in district schools and that prohibited the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as part of school activities. LEAs found in noncompliance

Exhibit 3.8 Target Populations Served by LEAs Funded Through IEAs/Consortia During 1989-90 and 1990-91

Target Population	LEAs Funded through IEAs/Consortia			
	1989-90 (n=5,589)		1990-91 (n=5,707)	
	Number of LEAs	Percentage of LEAs	Number of LEAs	Percentage of LEAs
Students in general	1,342	24%	2,029	36%
Teachers and other school staff (not including counselors)	708	13%	1,244	22%
Community organizations	551	10%	662	12%
Students at high risk for drug and alcohol use as defined in DFSCA Section 5122(b)(2)	511	9%	1,021	18%
Counselors	510	9%	791	14%
Parents	459	8%	802	14%
Student athletes	463	8%	480	8%
Law enforcement agencies	431	8%	586	10%
Latchkey children	399	7%	408	7%
Out-of-school youth	11	0%	13	<1%

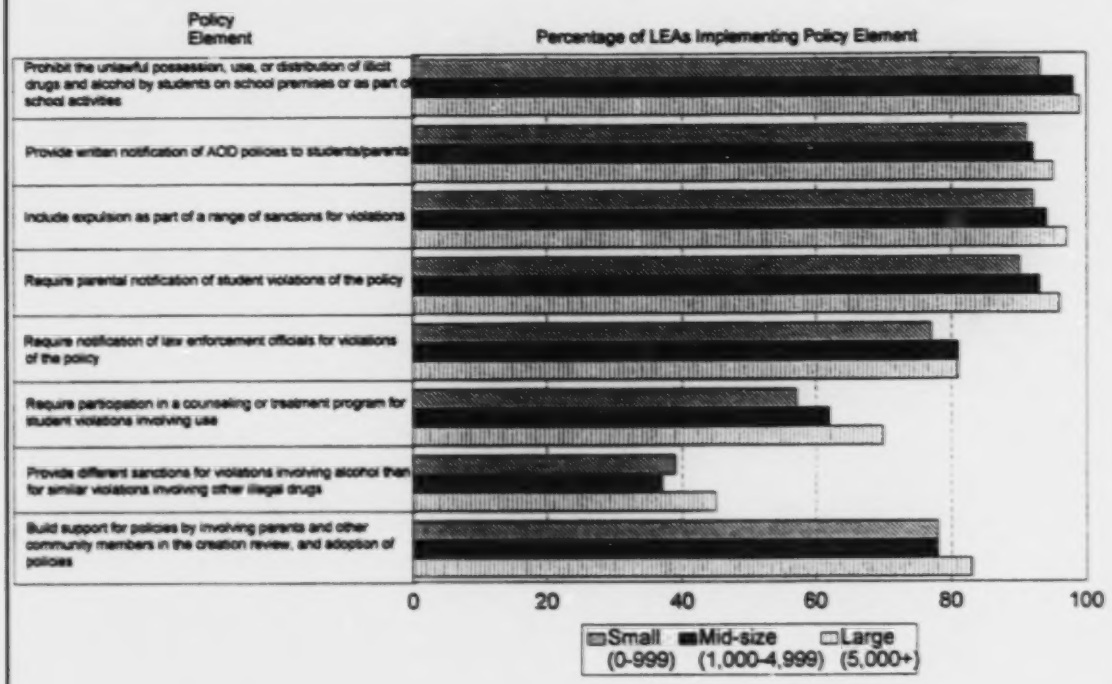
Source: 1989-91 Biennial Performance Report: State and Local Programs, Item 16.
Note: Not all states maintained data in this format. Counts may be represented in more than one target population category.

with these provisions were ineligible to receive funds or any other form of financial assistance under any federal program.

The powerful impact of this legislation is demonstrated through comparison of AOD policy implementation before enactment of the DFSCA and the second biennial period. SEAs reported that only a few districts had implemented AOD policies prior to DFSCA enactment. By the end of the second biennial period, however, they reported that nearly all districts had policies that, at a minimum, met the DFSCA policy requirements. As displayed in ***Exhibit 3.9***, only a few small districts with enrollments of less than 1,000 students (7 percent) had no such policy. Also, the data indicate that AOD policy implementation and number of policy elements tend to increase as district by student enrollment increases.

As required by the amendments, most districts (91 to 95 percent) provided written notification of AOD policies to students and parents. Nearly all districts (90 to 96 percent) also notified parents of student AOD policy violations. Although parent notification is not required by DFSCA regulations, it is not surprising that districts would include such a provision since

Exhibit 3.9 Alcohol and Other Drug Policy Implementation Among LEAs During 1989-91 (by Size of LEA)


Policy Element
Percentage of LEAs Implementing Policy Element
Prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol by students on school premises or as part of school activities
Provide written notification of AOD policies to students/parents
Include expulsion as part of a range of sanctions for violations
Require parental notification of student violations of the policy
Require notification of law enforcement officials for violations of the policy
Require participation in a counseling or treatment program for student violations involving use
Provide different sanctions for violations involving alcohol than for similar violations involving other illegal drugs
Build support for policies by involving parents and other community members in the creation review, and adoption of policies
0
20
40
60
80
100
Small (0-999)
Mid-size (1,000-4,999)
Large (5,000+)

Source: 1989-91 Biennial Performance Report, State and Local Programs, Item 5.

expulsion from school was part of a range of sanctions in 92 to 97 percent of large districts. Policy elements adopted by smaller percentages of LEAs included: (1) different sanctions for alcohol violations than for similar violations involving other illegal drugs and (2) requirements that student violators participate in counseling or other treatment programs.

Conclusions and Recommendations

While the 1989 amendments allowed SEAs to spend half of the 10 percent set-aside on administrative expenditures, SEAs spent an average of only 29 percent of the set-aside in 1990-91. Even if we include expenditures for needs assessment and evaluation, SEA administrative expenses accounted for only 33 percent of the set-aside funds. Although states are to be commended for low expenditures in these areas, the finding might be viewed as troubling given the large percentage of SEAs that have not completed fundamental program evaluations, such as assessing program strategies and models (see ***Exhibit 4.12*** and the related discussion in Chapter

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4). In fact, as shown in ***Exhibit 3.1***, SEA expenditures for needs assessments and evaluations have declined substantially over the two biennial periods. This finding is somewhat unexpected given that DFSCA programs generally are maturing, a condition that often leads to increased allocation of resources for evaluation activities.

Results of the second biennial report indicate that SEA/LEA programs are reaching most public school students; however, they appear to be reaching only a small percentage of students in private schools. The current SEA biennial report form gives us little information about private school participation, such as: What number and percentage of private schools participate in the DFSCA program? Why do many private schools choose not to participate? How prevalent is AOD use among private school students? Answers to these questions would provide useful information to policymakers and program planners regarding the role of private schools in achieving the national goal of drug-free schools and communities.

The decrease in the number of LEAs not participating in DFSCA due to lack of awareness of the program indicates that SEAs have undertaken successful efforts to notify LEAs of opportunity within the DFSCA program. In explaining why some LEAs did not participate in DFSCA during the second biennial period, SEAs cited the most frequent reason as being low funding amount. Given the substantial increase in DFSCA funding for 1990-91, this finding is somewhat surprising. However, in some states visited by RTI in 1987-88, the smallest LEA allotments were less than $100. Allotments of this size may have to increase many fold to offer sufficient incentive for participation.

The services that LEAs provide with DFSCA funding have changed over time as programs have matured; funding emphasis has moved from securing curricula to delivering instruction and providing student support. By spending more money to provide comprehensive services, LEAs can more effectively meet the needs of both the general student population and youth at high risk for AOD use.

Comparing the percentages of LEAs that had AOD policies before and after the 1989 amendments clearly demonstrates the powerful impact of the federal requirements for such a policies when coupled with strong consequences. In this case, the legislation stipulated that an LEA must have an acceptable AOD policy to be eligible for DFSCA funds or other forms of financial assistance under any federal program. At the end of the second biennial report period, only a very few LEAs with enrollments of less than 1,000 students had no such policy.

Based on the biennial report findings discussed in this chapter, the following actions would be appropriate:

- SEAs should consider using a substantial portion of their allowances for administrative costs to strengthen program evaluation at the state and local levels (see Chapter 4 for additional discussion).
- The Department of Education should consider examining the extent of private school participation in DFSCA Part B school programs and reasons for the current level of nonparticipation among private schools.
- While a guaranteed minimum amount of funding for small LEAs is not provided under existing legislation, LEAs would benefit from receiving a level of funding sufficient to enable them to support prevention program activities.
- SEAs and LEAs could receive summary descriptions of promising practices for LEA prevention programs. While some of the descriptions might focus on single program components, others could demonstrate how program components may fit together to simultaneously provide services for high-risk students as well as the general student population.

Chapter 4
Program Evaluation

During the initial DFSCA implementation period (1987 to 1989), Congress instructed local education agencies **(LEAs)** to submit to state education agencies **(SEAs)** annual progress reports on the extent to which their program objectives were being met. LEAs were allowed to expend resources from their DFSCA grants to gather data, conduct evaluations, and prepare reports. SEAs were also allowed to expend funds for state-level evaluations, with the funds to be taken from their administrative funds, which amounted to 2.5 percent of the SEAs' total DFSCA allocations. Governors' award recipients **(GARs)** were not yet required to perform program evaluations, and Congress initially provided no funds for state-level administration and evaluation of Governors' programs, leaving states dependent on other funding sources to support these activities.

In the Anti-Drug Abuse Act of 1988 (P.L. 100-690), Congress mandated that states submit biennial reports of their DFSCA activities to the U.S. Department of Education **(ED)**. Requirements for these reports included descriptions of the alcohol and other drug **(AOD)** problems in the states' elementary and secondary schools and descriptions of the model AOD education and prevention programs that had been "demonstrated to be effective." In this Act, Congress also provided funds for administering and evaluating Governors' DFSCA programs; these funds were limited to 2.5 percent of each Governor's total DFSCA allotment.

The 1989 amendments further strengthened evaluation requirements. Congress specified that each state's biennial report include an evaluation of the effectiveness of state and local AOD education and prevention programs. Also, the amendments required each LEA to submit annually to the SEA a progress report on the implementation of its required comprehensive plan for the subsequent year. The amendments specified that the progress report include "significant accomplishments" during the preceding year, the extent to which the original objectives of the plan were being achieved, the method used by the LEA to evaluate the effectiveness of its drug education program, and results of the evaluations. Congress also increased the SEA administrative and evaluation funds to 5 percent of each SEA's base allotment.

Evaluation activities we discuss in this chapter include needs assessments; surveys of student AOD knowledge, attitude, and use; program documentation; and outcome evaluations. We present data obtained through these various methods, including the following:

- a summary description of AOD use among elementary and secondary students, based on state-conducted prevalence surveys;

- a discussion of the relationship between LEA prevention program focus and student AOD use;
- a discussion of problems that SEA program staff associate with student AOD use;
- an overview of the types of program evaluation efforts undertaken by Governors' state-level programs, GARs, SEAs, and LEAs; and
- a summary of findings and recommendations.

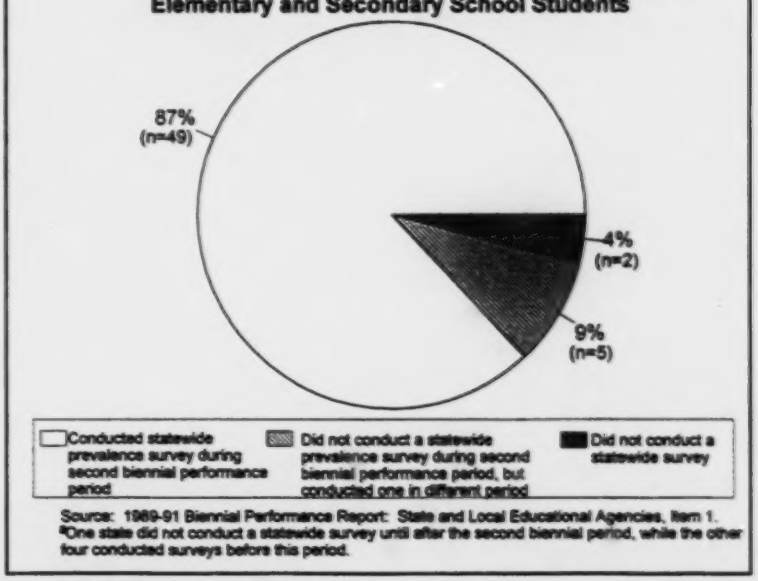
Prevalence of AOD Use Among School-Aged Youth

The second SEA biennial report form (1989 to 1991) asked each state that had conducted a statewide prevalence survey of AOD use among elementary and secondary school students to provide the following information:

- results of the most current prevalence survey, specifically, the percentage of students (by grade) who had ever in their lifetime used each of the following substances: alcohol, tobacco, cocaine, crack, inhalants, amphetamines, marijuana, steroids, and prescription drugs;
- a copy of the most recent prevalence survey; and
- a narrative description of the AOD problem in the state's elementary and secondary schools.

As shown in ***Exhibit 4.1***, 49 states (87 percent) reported conducting a prevalence survey during the second biennial period; however, very few states had surveyed all grades or addressed all substances listed on the biennial report form. Five states indicated that they did not conduct a prevalence survey during this period, but had conducted one in a different time period. Only two states had never conducted a prevalence survey. ***Exhibit 4.2*** shows by grade level, the number and percentage of states that

Exhibit 4.1 Number and Percentage of States that Conducted a Statewide Prevalence Survey of AOD Use Among Elementary and Secondary School Students


87%
(n=49)
4%
(n=2)
9%
(n=5)
Conducted statewide prevalence survey during second biennial performance period
Did not conduct a statewide prevalence survey during second biennial performance period, but conducted one in different period
Did not conduct a statewide survey

Source: 1989-91 Biennial Performance Report: State and Local Educational Agencies, Item 1.
[a]One state did not conduct a statewide survey until after the second biennial period, while the other four conducted surveys before this period.

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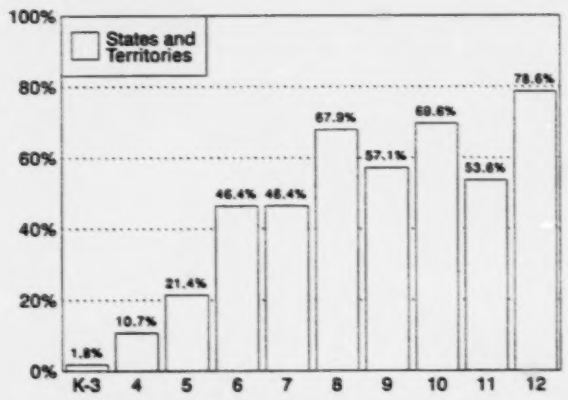
performed a statewide prevalence survey of student alcohol use. Because alcohol use surveys are so prevalent among the states, this figure provides a fairly accurate picture of maximum state survey activity at each grade level. Few states surveyed alcohol use in kindergarten through 3rd grade, and virtually no AOD use was found among students in these grades. For this reason, we do not discuss state survey findings for kindergarten through grade 3 in the remainder of this chapter. Only about 10 to 20 percent of states surveyed 4th and 5th graders, but almost 50 percent surveyed 6th graders. This jump in survey activity is followed by other increases at grades 8 (67.9 percent of states), 10 (69.6 percent), and 12 (78.6 percent). Surveying grades 8 and 12 gives states an opportunity to assess student AOD what is typically use in what is typically the last year of middle school and the final year of high school.

Exhibit 4.2 Percentage of States that Conducted a Statewide Prevalence Survey of Alcohol Use (by Grade Level)



Source: 1989-91 Biennial Performance Report: State and Local Educational Agencies, Item 2.

NOTE: Not all states which conducted a survey collected data in this format, for these grades, or for these substances.

Survey methods and instruments were not standard across the states; however, some states included survey items that enabled comparison with results from the national study of middle and high school students annually conducted by the National Institutes for Drug and Alcohol Abuse (NIDA) (Johnston, O'Malley & Bachman, 1993).[1] For example, the Michigan SEA's assessment package used 55 items taken directly from the NIDA instrument. About one-third of the states used the Youth Risk Behavior Survey, which was developed and supported by the Centers for Disease Control and Prevention to measure student AOD use and other health-related behaviors and practices. Several states, particularly in the southeast, administered the Parent's Resource Institute for Drug Education (PRIDE) survey, and others used instruments that had been developed specifically for them. Nearly every state reported that it used survey results to plan prevention and education activities and to provide information for needs assessments. In the remainder of this section, we discuss the prevalence of student use of alcohol, tobacco, marijuana, inhalants, and cocaine in grades 4 through 12, as shown by the state-conducted surveys.

[1]Johnston, L.D., O'Malley, P.M., and Bachman, J.G. *Monitoring the Future: Report of Alcohol and Other Drug Use Among High School Seniors*. Ann Arbor: University of Michigan, 1993.

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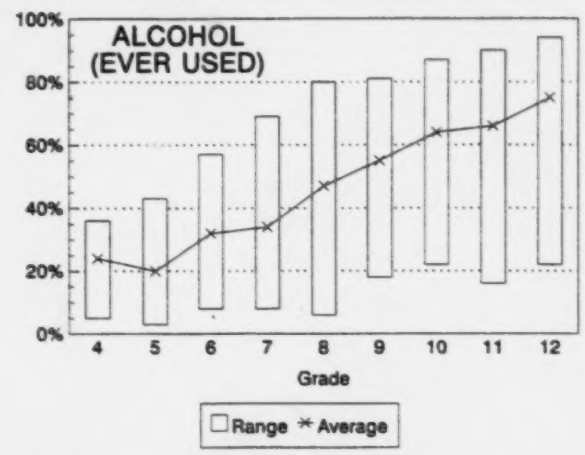
Alcohol (Beer, Wine, Liquor). Findings from state prevalence surveys indicate that in all grades, students have used alcohol (at least once in their lifetimes) more than any other AOD substance. Further, many students have begun their experiences with alcohol in elementary school, as displayed in ***Exhibit 4.3***. Among states that surveyed elementary schools, the percentage of 4th graders reporting use of alcohol at least once (excluding alcohol consumed for religious purposes) ranged from 5 to 36 percent, and averaged 24 percent. This disturbing finding is followed by a steady climb in student use through grade 12, where the percentages among states ranged from 22 to 94 percent of students and averaged 75 percent. The problem indicated by these findings is exacerbated by reports from some states that alcohol use rates among their students in some grades have stabilized after declining for several years.

Exhibit 4.3 Prevalence of Lifetime Alcohol Use

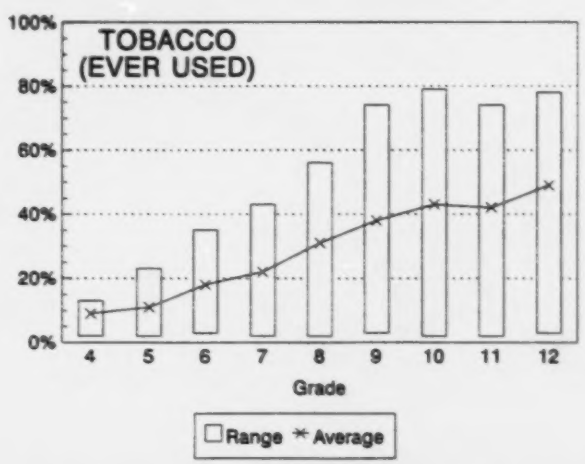


Source: 1989-91 Biennial Performance Report: State and Local Educational Agencies, Item 2.

Some states surveyed locations and reasons for student AOD use. They found that nearly all of these students had consumed alcohol away from school, during parties and social functions, and on weekends. Findings also revealed that students drink alcohol to get "high," or to be "in" with friends. Some students disclosed that they used alcohol to escape from problems or to deal with emotional "pain." These findings suggest that students have positive sentiments toward alcohol consumption; some SEAs indicated that such sentiments, when entrenched in an entire community, are the greatest barriers to decline in alcohol use among adolescents.

Tobacco Products (Cigarettes, Chewing Tobacco, Snuff). Findings indicate that tobacco products are second only to alcohol in use by elementary and secondary students. While some states reported cigarette use on the decline among students, survey results indicate that on average

Exhibit 4.4 Prevalence of Lifetime Tobacco Use

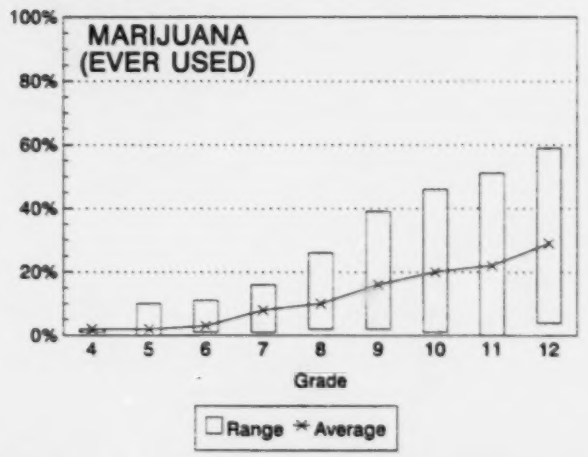


Source: 1989-91 Biennial Performance Report: State and Local Educational Agencies, Item 2.

nearly half of the students in grades 10 through 12 have used tobacco products at least once in their lifetimes (see ***Exhibit 4.4***). As with alcohol, experience with tobacco products begins early, with about one in nine students initiating their experience as early as 4th grade, and the rate steadily increases so that in some states about eight of every 10 high school seniors reported using tobacco at least once.

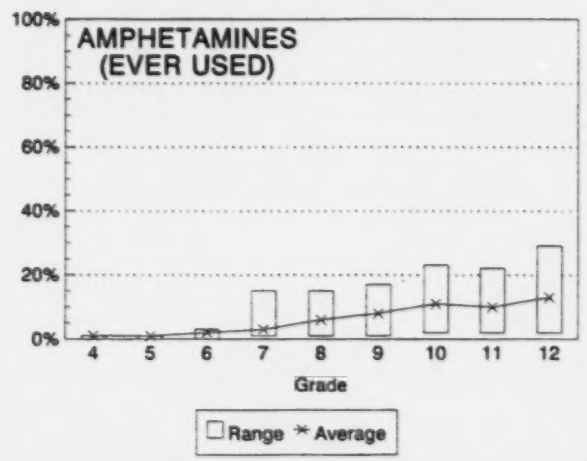
Marijuana. Marijuana use by students varied widely across states as shown by the wide range of percentages within grade levels in ***Exhibit 4.5***. Some states found little marijuana use among students in grades 4 through 12, while others found considerable use. The high end of the ranges varies from 2 percent for 4th graders to 59 percent for 12th graders. The average percentage across states more than triples from grade 6 (3 percent) to grade 8 (10 percent) and then almost triples again by grade 12 (29 percent of students). These results are particularly distressing given that some states reported that marijuana is rising in popularity and availability, especially among high school students.

Exhibit 4.5 Prevalence of Lifetime Marijuana Use



Source: 1989-91 Biennial Performance Report: State and Local Educational Agencies, Item 2.

Exhibit 4.6 Prevalence of Lifetime Amphetamine Use

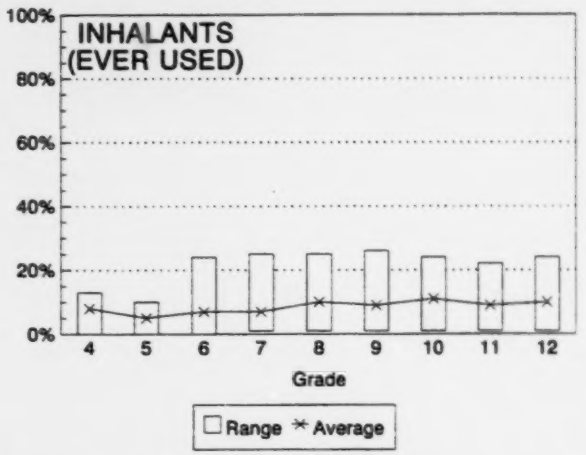


Source: 1989-91 Biennial Performance Report: State and Local Educational Agencies, Item 2.

Amphetamines. According to state prevalence surveys, amphetamine use rarely occurs among students in kindergarten through grade 6, and in some states it also is rare among middle and high school students (see ***Exhibit 4.6***). However, the high end of the range jumps to 15 percent for 7th graders and rises to 29 percent for 12th graders. Also, the average among states rapidly increases from 3 percent for 7th graders to 13 percent for 12th graders.

Inhalants. As displayed in ***Exhibit 4.7***, findings from state prevalence surveys indicate that inhalants are tried or used among very young children as well as middle and high school students. While some states reported no use of inhalants among elementary students and little use among students in higher grades, the average percentage of students who have ever used inhalants varies among states from a low of 5 percent for 5th graders to a high of 11 percent for 10th graders. The highest use reported by any state was 26 percent of 10th graders. The relatively high rate of use among elementary and middle school students may reflect the widespread accessibility of inhalants to young children. On the other hand, the relatively low rate of use among high school students (compared to their use of alcohol, for example) may reflect an increased awareness of the dangers of these substances and/or the increased availability of other substances.

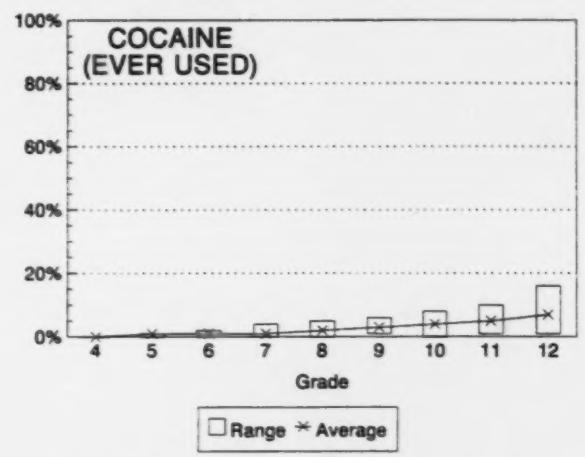
Exhibit 4.7 Prevalence of Lifetime Inhalant Use



Source: 1989-91 Biennial Performance Report: State and Local Educational Agencies, Item 2.

Cocaine. The highly publicized nature of cocaine and crack addiction has focused attention on these substances. Although any reported use of these highly addictive and dangerous substances by students is disturbing, widespread use among students does not appear evident from the states' reports. ***Exhibit 4.8*** shows that on average only 4 to 7 percent of 10th through 12th graders reported some lifetime experience with cocaine, and even fewer 5th through 8th graders reported experience with cocaine. States that surveyed elementary students reported no evidence of use by 4th graders.

Exhibit 4.8 Prevalence of Lifetime Cocaine Use



Source: 1989-91 Biennial Performance Report: State and Local Educational Agencies, Item 2.

Relationship Between LEA Program Focus and Student AOD Use

During the initial implementation study, LEAs indicated the level of emphasis[2] that they gave to preventing the use of five specific AOD substances from 1987 to 1989. Though they targeted a wide range of substances, most LEAs (74 percent) reported that they focused primarily on alcohol. ***Exhibit 4.9*** compares substances that were strongly targeted by LEA prevention programs from 1987 to 1989 with results of state prevalence surveys reported in the second biennial period. Not surprisingly, the highest percentages of LEAs were focusing on substances used by the highest percentages of their students. However, a closer examination of the table reveals that LEAs may be targeting the substances most widely used by high school students rather than those used by younger students. Only about one out of six LEAs focused on inhalants, yet results of state

Exhibit 4.9 Comparison of Substances Targeted by LEAs and Average Lifetime Use of Substances by Students in Grades 4, 6, 8, 10, and 12

Substance	Percentage of LEAs Targeting Substance Strongly, 1987-89	Average Lifetime Use[a]				
		G4	G6	G8	G10	G12
Alcohol	74%	24%	32%	47%	64%	75%
Tobacco[b]	22%-38%	9%	18%	31%	43%	49%
Marijuana	52%	2%	3%	10%	20%	29%
Amphetamines	22%	1%	2%	6%	11%	13%
Inhalants	15%	8%	7%	10%	11%	10%
Cocaine	36%	0%	2%	2%	4%	7%

Source: 1989-91 Biennial Performance Report: State and Local Educational Agencies, Item 2.
Note: Not all states that conducted surveys collected data in this format, for these grades, or for these substances.

[a]Average percentages of student substance use are based on state prevalence surveys conducted during or prior to the second biennial period (see Exhibits 4.1 through 4.8).

[b]LEA focus on tobacco products was measured by two separate items during the 1987-89 study; results showed that 38 percent of LEAs strongly focused on cigarettes and 22 percent strongly focused on smokeless tobacco.

prevalence surveys show that these dangerous substances are used by more elementary students than are marijuana, cocaine, and amphetamines. Cocaine appears to receive disproportionate attention relative to the rate of student use; however, LEAs may be taking proactive steps to prevent use of this highly addictive and life-threatening substance.

Problems Associated with Student AOD Use

In addition to reporting AOD prevalence rates, SEAs identified many problems associated with, or resulting from, AOD use among their adolescent populations. Most states reported one or

[2]Level of emphasis was defined as *no focus, little focus, moderate focus, or strong focus.*

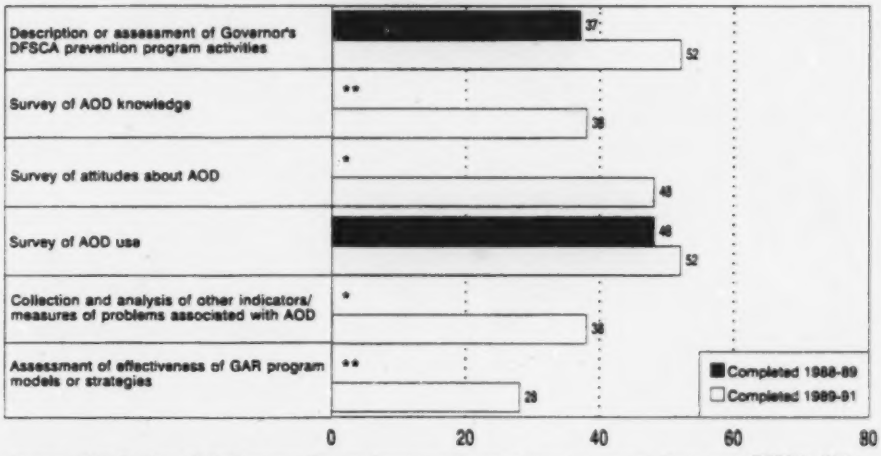
more such problems, and many states targeted the problems with projects funded through comprehensive DFSCA programs. For example, some SEAs cited driving under the influence of alcohol or other drugs as a serious problem among adolescents. While SEAs are attempting to address this practice through prevention and education programs, they reported that significant numbers of youth drive after drinking several drinks or ride with drivers who have consumed alcohol despite awareness of the dangers associated with these behaviors. States also indicated difficulties with gangs, juvenile arrests for illegal possession of drugs, teen suicide, teen pregnancy, disciplinary actions at school for AOD violations, and lack of sufficient treatment for drug addiction. SEAs indicated that in states where gang membership flourishes, it does so with money acquired from the sale and distribution of illegal substances. Many states reported increases in arrests of youth for violent crimes, handgun violations, and illegal possession of drugs, and a number of SEAs reported accidents and fatalities involving teenagers driving while intoxicated. To address these problems, states have undertaken extensive interagency collaboration among school systems, law enforcement agencies, health departments, and criminal justice departments.

State and Local Evaluation Efforts

The second biennial report forms asked Governors' Programs and SEAs to report state-level evaluation activities as well as evaluation activities of their respective grantees: GARS and LEAs. The report forms queried six specific evaluation activities: descriptions of DFSCA prevention program activities; surveys of students' AOD knowledge, attitudes, and use; collection and analysis of other indicators/measures of problems associated with AOD; and assessment of effectiveness of program models or strategies. ***Exhibits 4.10*** through ***4.13*** provide overviews of evaluation activities conducted by Governors' state-level programs, GARs, SEAs, and LEAs.

State-Level Governors' Programs Evaluation Activities. As shown in ***Exhibit 4.10***, the evaluation activities reported by the largest percentages of Governors' programs during the second biennial performance period were statewide surveys of youth regarding AOD use (52 percent of the states) and attitudes (48 percent) and descriptions of Governors' DFSCA program prevention activities (52 percent). These results indicate an increase over the first biennial period when 48 percent of Governors' programs reported prevalence surveys and 37 percent reported descriptions of program activities. We caution the reader, however, that both the first and second biennial report forms asked Governors' programs whether their *states* had conducted prevalence surveys and therefore these data may (and likely do) include surveys conducted by SEAs or other agencies rather than by the Governors' DFSCA programs specifically. Nevertheless, since these programs have access to the survey data, the data are of benefit to them as well.

Exhibit 4.10 Percentage of Governors' DFSCA Programs that Completed State-Level Evaluation Activities



Source: 1989-91 Biennial Performance Report: Governors' Program, Item 11a; and A Study of the DFSCA: State and Local Programs,Governors Program Questionniare, Item 33.
*Items on the 1987-89 and 1989-91 biennial reports forms were not parallel.
**Data were not collected for 1987-89.

As previously noted, Governors' state-level programs were not authorized to spend DFSCA funds for program evaluation during 1987-89. Yet, during that time, one out of every three states had completed descriptions of Governors' DFSCA program activities. The subsequent jump in this activity to 52 percent of the states in the second biennial period may represent the impact of the 1988 legislation, which made evaluation funds available to Governors' programs.

Although these findings demonstrate a growing use of evaluation procedures among Governors' programs, they also indicate that a substantial number of these programs had not completed basic evaluations by the end of the second biennial report period. Some 48 percent of the state-level Governors' programs had not completed documentation of program activities. Even more states (72 percent) had not assessed effectiveness of GAR program models or strategies, and the percentage of states that had not completed other evaluation activities ranged from 48 to 62 percent.

GAR Program Evaluation Activities. As shown in ***Exhibit 4.11***, description of prevention activities was the evaluation activity completed during the second biennial period by the largest percentage of GARs (70 percent), which is 40 percentage points higher than implementation study findings and is the largest increase in a single evaluation category reported in the biennial reports (see ***Exhibits 4.10***, ***4.12***, and ***4.13***). Also, during the second biennial period, 42 percent of GARs

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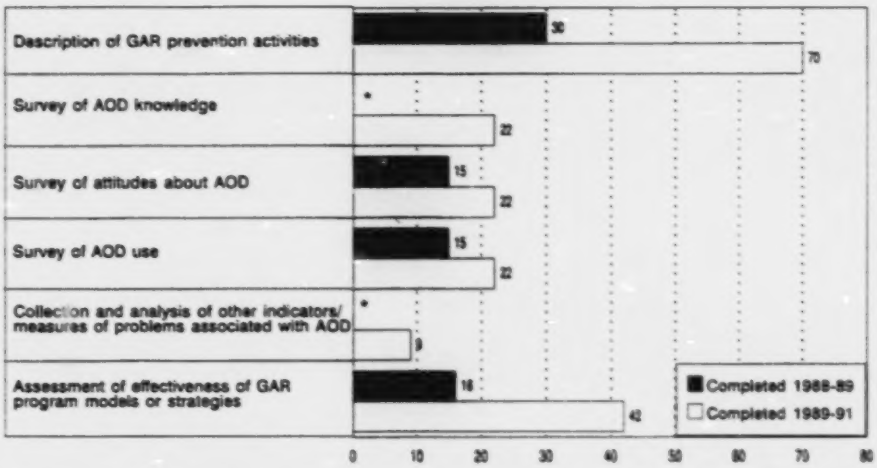
Exhibit 4.11 Percentage of Governors' Award Recipients (GARs) that Completed Evaluation Activities



Source: 1989-91 Biennial Performance Report: Governors' Program, Item 12; and a Study of the DFSCA: State and Local Programs, GAR Questionnaire, Item 22.
*Items on the 1987-89 and 1989-91 biennial reports forms were not parallel.

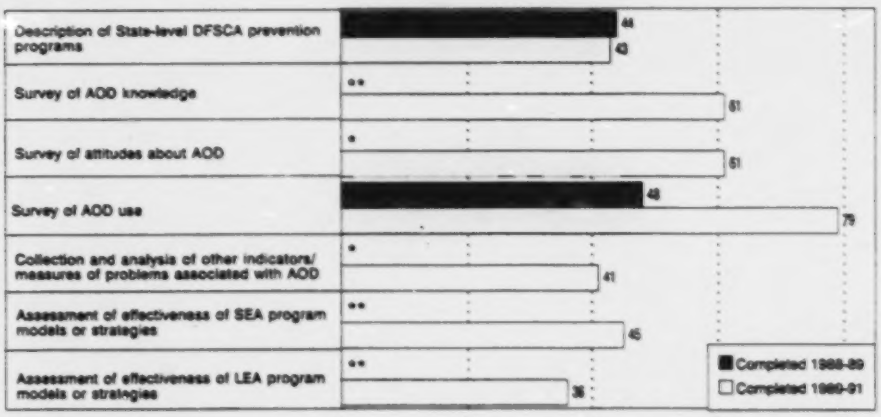
assessed the effectiveness of program models or strategies, exceeding the percentages reported for this category by Governors' state-level programs, SEAs, and LEAs and IEAs/consortia. Moreover, this finding represents a substantial increase over the implementation study period, when only 16 percent of GARs had completed assessments of program effectiveness. Evaluation efforts by GARs are expected to further increase as some states have begun to make program evaluation a requisite for funding under the Governors' DFSCA program.

Although GARs deserve recognition for their surge in evaluating key areas of program documentation and effectiveness, the findings indicate that many GARs performed limited or no evaluation activities. In fact, about 30 percent of GARs had not completed documentation of program activities; nearly 60 percent had not evaluated program effectiveness; and over 90 percent had not collected or analyzed other indicators of problems associated with AOD, such as school disciplinary actions.

SEA Program Evaluation Activities. Examination of ***Exhibit 4.12*** reveals that SEAs have focused their evaluation efforts on statewide surveys of student AOD use, knowledge, and attitudes. Comparison with Governors' evaluation activities (***Exhibit 4.10***) shows that SEAs have carried the primary responsibility for these activities — a finding that might be expected given SEAs' ready access to schools and traditional roles in testing and surveying students. Nearly 80 percent of SEAs reported that their states had completed statewide prevalence surveys of AOD use.[3] Considerably fewer SEAs had completed descriptions of state-level DFSCA prevention programs (43 percent), SEA program models or strategies (45 percent), or LEA program models or strategies (36 percent). The biennial report form asked SEAs in states that had never conducted prevalence surveys to identify their primary sources of information about student AOD use. Sources included LEA surveys, high school dropout reports, reports from Public Safety and the Bureau of Health Services, and court house statistics.

LEA Program Evaluation Activities. SEAs reported that descriptions of prevention program activities were the most frequently conducted evaluation activities among LEAs during the second biennial period (see ***Exhibit 4.13***). At that time, 48 percent of singly funded LEAs and 45

Exhibit 4.12 Percentage of SEA DFSCA Programs that Completed State-Level Evaluation Activities



Sources: 1989-91 Biennial Performance Report: (State and Local Educational Agencies, Item 18a; and A Study of the DFSCA: State and Local Programs, SEA Questionnaire, Item 44.
Note: Percentages are based on the 56 states and territories that submitted biennial reports for SEA programs.
*Items on the 1987-89 and 1989-91 biennial reports forms were not parallel.
**Data were not collected in DFSCA Implementation Study.

[3]On the evaluation item (18a), some SEAs may have reported only the prevalence surveys that they were responsible for administering. This may explain why 79 percent of SEAs responded positively to this item while 86 percent responded positively to Item 1 (the state prevalence survey item reported in Exhibit 4.1).

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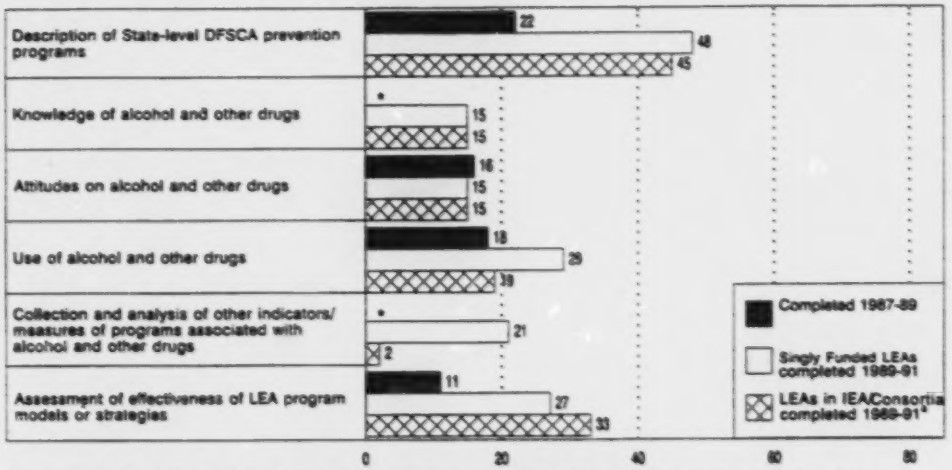
Exhibit 4.13 Percentage of LEAs that Completed Evaluation Activities



Sources: 1989-91 Biennial Performance Report: State and Local Educational Agencies, Item 19; and A Study of the DFSCA: State and Local Programs, LEA Questionnaire, Item 41.

*Although the second biennial form asked for number of IEAs/Consortia, many states instead reported the number of LEAs participating through such IEAs/Consortia. Data are presented as reported by the states, however, the meaning of these responses is unclear.

* Items on the 1987-89 and 1989-91 biennial reports forms were not parallel.

percent of LEAs participating in DFSCA programs through IEAs/consortia had completed descriptions of their activities, more than doubling the percentage of LEAs (22 percent) that had completed this activity during the initial implementation period. As previously noted, during the initial DFSCA implementation period, LEAs were not required to perform program evaluations, but they were expected to submit annual progress reports to their respective SEAs on the extent to which their program objectives had been met. The 1988 legislation required LEAs to also report on the methods used to evaluate program effectiveness and the results of the evaluations. These amendments may account for the increased percentages of LEAs that had completed program effectiveness evaluations, from 11 percent during the implementation period to between 27 (singly-funded LEAs) and 33 percent (LEAs participating through IEAs/consortia) during the second biennial period. Examples of LEA program effectiveness measures include feedback from participants following in-service teacher training; assessment of student knowledge after curriculum delivery; and prevalence surveys administered over time to assess changes in student AOD knowledge, attitudes, and use. Even with increases in the percentages of LEAs performing many of the evaluation activities, no evaluation activity was carried out by a majority of LEAs; percentages range from a high of 48 percent of LEAs that had performed documentation of program activities to only 2 percent that had collected other indicators/measures of problems associated with AOD.

Conclusions and Suggestions

Findings from the second biennial report show that evaluation efforts on the part of states and localities have progressed since the initial implementation period. This advancement may have been driven by the 1988 and 1989 amendments and by increasing program maturity. Compared with the first biennial period, more states reported completion of statewide AOD prevalence surveys of elementary and secondary students, and more states reported assessments of state and local program effectiveness. Nevertheless, results indicate that substantial numbers of Governors' state-level programs, GARs, SEAs, and LEAs continue to engage in limited or no evaluation activities, particularly in regard to activities that would reveal the impact that prevention activities have had on the lives of their students and youth.

Although the findings of the second biennial report answer some questions about existing evaluation activities, some results raise new questions. Perhaps foremost among these are: *What types of activities (other than prevalence surveys) are being used by states and localities to assess program effectiveness, and what are the results of these evaluations*? Although programs must design evaluations to fit their specific and unique characteristics, some commonality among basic effectiveness indicators seems possible. In fact, a nationwide system for regularly collecting and analyzing such indicators would inform decisionmaking by federal, state, and local policymakers and program planners. We understand that the Department of Education has initiated the following actions, and the findings in this report strongly support their continuation:

- The Department of Education has begun to identify fundamental indicators of program effectiveness that may be widely used among states and localities.
- The Department of Education is developing a national system to compile results of state and local program evaluations.
- The Department of Education plans to identify and disseminate to SEAs, Governors' programs, GARs, and LEAs the "best practices" in evaluation activities. These best practices should represent all four programs types and the broad diversity within program type.

Appendix A

States That Submitted the
1989-91 Biennial Performance Report

Exhibit A.1 Governors' Programs: List of States Responding to the 1989-91 Biennial Performance Report

States Received and Included in the Analyses:

Alabama
Alaska
Arizona
Arkansas
California
Colorado
Connecticut
Delaware
Florida
Georgia
Hawaii
Idaho
Illinois
Indiana
Iowa
Kansas
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Minnesota
Mississippi
Missouri
Montana
Nebraska
Nevada
New Hampshire
New Jersey
New Mexico
New York
North Carolina
North Dakota
Ohio
Oklahoma
Pennsylvania
Rhode Island
South Carolina
South Dakota
Texas
Utah
Vermont
Virginia
Washington
Wisconsin
Wyoming

States Not Received:

District of Columbia
Michigan
Oregon
Tennessee
West Virginia (received too late for inclusion in this report

Territories Received:

American Samoa
Northern Mariana Island
Puerto Rico
Virgin Islands

Territories Not Received:

Guam
Palau

Exhibit A.2 State and Local Education Agencies: List of States Responding to the 1989-91 Biennial Performance Report

States Received and Included in the Analyses:

Alabama
Arizona
Arkansas
California
Colorado
Connecticut
Delaware
District of Columbia
Florida
Georgia
Hawaii
Idaho
Illinois
Indiana
Iowa
Kansas
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Michigan
Minnesota
Mississippi
Missouri
Montana
Nebraska
Nevada
New Hampshire
New Jersey
New Mexico
New York
North Carolina
North Dakota
Ohio
Oklahoma
Oregon
Pennsylvania
Rhode Island
South Carolina
South Dakota
Tennessee
Texas
Utah
Vermont
Virginia
Washington
West Virginia
Wisconsin
Wyoming

States Not Received:

Alaska

Territories Received:

American Samoa
Northern Mariana Island
Virgin Islands
Guam
Palau

Territories Not Received:

Puerto Rico

Appendix B

Governor's Program 1989-91
Biennial Performance Report Form

Form Approved
OMB Number 1810-0558
Expiration Date 10/31/92

DRUG-FREE SCHOOLS AND COMMUNITIES ACT OF 1986
STATE AND LOCAL PROGRAMS

BIENNIAL PERFORMANCE REPORT
GOVERNOR'S PROGRAM

Public reporting burden for this collection of information is estimated to average 60 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1810-0558, Washington, DC 20503.

Official Name of State Agency Responding: _____

_____

_____

Office of Unit Submitting Report: _____

_____

_____

Mailing Address: _____

_____

_____

Name and Title of Individual Completing this Report: _____

_____

Telephone Number of Individual Completing this Report: _____

Name of Authorized Certifying Official: _____

Signature of Authorized Certifying Official: _____

Please mail the completed form and all attachments to:

Division of Drug-Free Schools and Communities
U.S. Department of Education
Room 2123
400 Maryland Avenue, SW
Washington, DC 20202-6439

Form Approved
OMB Number 1810-0558
Expiration Date 10/31/92

I. General Instructions

1. Section 5127 of the Drug-Free Schools and Communities Act (DFSCA) requires the Secretary to collect certain information about State and local implementation of DFSCA on a biennial basis. Specifically, States are required to submit to the Secretary information on the State and local programs conducted with assistance furnished under DFSCA that must include:

   - a description of the drug and alcohol problem in the elementary and secondary schools in the State as of the date of this report;
   - a description of the range of drug and alcohol policies in the schools in the State;
   - the numbers of individuals served by DFSCA;
   - the demographic characteristics of populations served;
   - types of service provided and duration of the services;
   - information on how the State has targeted the populations listed under Section 5122(b)(2);
   - a description of the model drug and alcohol abuse education and prevention programs in the State that have been demonstrated to be effective; and
   - an evaluation of the effectiveness of State and local drug and alcohol abuse education and prevention program.

   The attached form requests this information for the DFSCA Governors' Programs for the periods July 1, 1989-June 30, 1990 and July 1, 1990-June 30, 1991. A separate form is being sent to the State Educational Agency's DFSCA Program in each State. The information provided by the States will be summarized and provided to the Congress and the Office of National Drug Control Policy as required by Section 5132(c)(2).

2. Please indicate whenever information to respond to a question on the attached form is not available. Do not simply leave empty spaces on the form.

3. Whenever a question on the attached form requires a narrative response (e.g., questions 4b, 11b, 13, 16, 19) please number the narrative responses to correspond with question numbers.

4. Questions 9a, 10a, 17, and 18a require that governor's award recipient (GAR) and local educational agency (LEA) awards be classified by type of service provided or population targeted. The Department understands that awards may provide more than one of the types of services specified in the form, or target more than one of the specified population groups. When responding to these questions, please count an LEA or GAR in all of the appropriate categories.

5. If questions arise about completion of any of the items on the attached form, please do not hesitate to contact the U.S. Department of Education for clarification. Please call the Division of Drug-Free Schools and Communities at (202) 401-1599 with questions.
6. Please retain a copy of the completed form and attachments for your files.
7. The forms should be completed and returned to the Department of Education no later than Thursday, April 30, 1992.

II. Definitions/Abbreviations

The following information is included in order to clarify the meaning of abbreviations and other terms used in the attached form:

- SEA—State educational agency
- LEA—Local educational agency
- IEA—Intermediate educational agency
- GAR—Governor's award recipient
- DFSCA Part B—The State and local program authorized by Part B of the Drug-Free Schools and Communities Act in Sections 5121-5127.
- HRY Grants—High Risk Youth Grants. In the attached form the term is used to identify those awards made to comply with the requirement in Section 5122(b) of DFSCA for innovative programs to serve high-risk youth.
- OD Grants—Other Discretionary Grants. In the attached form the term is used to identify those awards described in Section 5122(a) of DFSCA.

Because this is the first time that the U.S. Department of Education is using this form, the agency completing the form is requested to comment on:

- the burden incurred in completing the form;
- its views on the practical utility of the data for policy decisions in the program;
- whether its records are kept at the level of detail requested and, if yes, whether other mechanisms exist that could be used to report the information; and
- if such detailed records are not kept, the burden that would be incurred in revising its data system accordingly.

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NUMBER OF INDIVIDUALS SERVED AND DEMOGRAPHIC INFORMATION

1. Please indicate the number of individuals in your State in the following categories who *received services funded under DFSCA Part B (Governor's):*

NUMBER SERVED	7/1/89 - 6/30/90	7/1/90 - 6/30/91
Total number of individuals receiving services		

2. Please indicate the number of individuals in the following racial/ethnic groups who *received services funded under DFSCA Part B (Governor's):*

RACIAL/ETHNIC GROUP	7/1/89 - 6/30/90	7/1/90 - 6/30/91
American Indian/Alaskan Native		
Asian/Pacific Islander		
Black, not of Hispanic origin		
Hispanic		
White, not of Hispanic origin		

3. Please indicate the number of individuals in the following age groups who have *received services funded under DFSCA Part B (Governor's):*

AGE GROUPS	7/1/89 - 6/30/90	7/1/90 - 6/30/91
Aged 0-4		
Aged 5-9		
Aged 10-12		
Aged 13-15		
Aged 16-18		
Aged 19 and older		

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4a. Please indicate the number of individuals in the following statutorily defined high-risk groups who have *received services funded under DFSCA Part B (Governor's):*

HIGH-RISK GROUPS	7/1/89 - 6/30/90	7/1/90 - 6/30/91
School dropouts		
Experiencing academic failure		
Economically disadvantaged children		
Victims of physical, psychological or sexual abuse		
Juveniles in detention facilities		
Experienced chronic pain due to injury		
Children of alcoholics/substance abusers		
Pregnant		
Have committed a violent/ delinquent act		
Experienced mental health problems		
Have attempted suicide		

4b. Please provide a brief narrative description of how your State established funding priorities among these statutorily defined high-risk groups. Please discuss the basis for establishing priorities, i.e., needs assessment, State-level priority, local-level program initiative. Your description should be typewritten, double-spaced, and not longer than two pages.

5. Please indicate the number of individuals in the following categories who have *received services funded under DFSCA Part B (Governor's):*

POPULATIONS	7/1/89 - 6/30/90	7/1/90 - 6/30/91
School-aged youth, in school		
School-aged youth, not in school		
Parents		
Law enforcement officials		
Community-based health professionals		
Other community members		
Teachers		
Counselors		
Other school personnel	67	

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ADMINISTRATION OF GOVERNOR'S DFSCA PROGRAMS

6A. Please indicate the total number of awards and the total amount of funds awarded by award duration for the two types of awards (awards to serve primarily high-risk youth and other discretionary awards) for the period 7/1/89 - 6/30/90.

Duration of Award	Number of Awards for High-Risk Youth (HRY) Programs	Total Amount Awarded	Number of Awards for Other Discretionary (OD) Programs	Total Amount Awarded
a. < 6 months	a.	$	a.	$
b. 6 to < 9 months	b.	$	b.	$
c. 9 to <12 months	c.	$	c.	$
d. 12 to <18 months	d.	$	d.	$
e. 18 to < 27 months	e.	$	e.	$
TOTAL		$		$

6B. Please indicate the total number of awards and the total amount of funds awarded by size for the two types of awards (HRY and OD awards) for the period 7/1/89 - 6/30/90.

Size of Award	Number of Awards for HRY Programs	Total Amount Awarded	Number of Awards for (OD) Programs	Total Amount Awarded
a. Less than $2,499	a.	$	a.	$
b. $2,500-$4,999	b.	$	b.	$
c. $5,000-$9,999	c.	$	c.	$
d. $10,000-$24,999	d.	$	d.	$
e. $25,000-$49,999	e.	$	e.	$
f. $50,000-$74,999	f.	$	f.	$
g. $75,000-$99,999	g.	$	g.	$
h. More than $100,000	h.	$	h.	$
TOTAL		$		$

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7A. Please indicate the total number of awards and the total amount of funds awarded by award duration for the two types of awards (HRY and OD awards) for the period 7/1/90 - 6/30/91.

Duration of Award	Number of Awards for HRY Programs	Total Amount Awarded	Number of Awards for OD Programs	Total Amount Awarded
a. < 6 months	a.	$	a.	$
b. 6 to < 9 months	b.	$	b.	$
c. 9 to <12 months	c.	$	c.	$
d. 12 to <18 months	d.	$	d.	$
e. 18 to < 27 months	e.	$	e.	$
TOTAL		$		$

7B. Please indicate the total number of awards and the total amount of funds awarded by size for the two types of awards (HRY and OD awards) for the period 7/1/90 - 6/30/91.

Size of Award	Number of Awards for HRY Programs	Total Amount Awarded	Number of Awards for OD Programs	Total Amount Awarded
a. Less than $2,499	a.	$	a.	$
b. $2,500-$4,999	b.	$	b.	$
c. $5,000-$9,999	c.	$	c.	$
d. $10,000-$24,999	d.	$	d.	$
e. $25,000-$49,999	e.	$	e.	$
f. $50,000-$74,999	f.	$	f.	$
g. $75,000-$99,999	g.	$	g.	$
h. More than $100,000	h.	$	h.	$
TOTAL		$		$

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8. Please estimate the percentage of prevention services delivered by GARs in each of the following settings for the reporting periods shown below.

	Percent of Services	
Service Delivery Context	7/1/89 - 6/30/90	7/1/90 - 6/30/91
a. Elementary/secondary schools		
b. 2-year and 4-year colleges		
c. Community		
Other (Please Specify)		
d.		
e.		
TOTAL	100%	100%

TYPES OF SERVICES PROVIDED BY GOVERNOR'S AWARD RECIPIENTS (GARs)

9A. For each year shown below, please indicate the number of GARs for the two types of awards (HRY and OD awards) that provided the following services.

	7/1/89 - 6/30/90		7/1/90 - 6/30/91	
Type of Services	Number of Awards for High- Risk Youth (HRY) Programs	Number of Awards for Other Discretionary (OD) Programs	Number of Awards for High- Risk Youth (HRY) Programs	Number of Awards for Other Discretionary (OD) Programs
a. Counselor training	a.	a.	a.	a.
b. Teacher and other staff training (not counselor)	b.	b.	b.	b.
c. Student instruction	c.	c.	c.	c.
d. Curriculum development or acquisition	d.	d.	d.	d.
e. Student assistance programs (includes counseling, mentoring, and identification and referral)	e.	e.	e.	e.

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Table 9A (Continued)

Type of Services	7/1/89 - 6/30/90		7/1/90 - 6/30/91	
	Number of Awards for High- Risk Youth (HRY) Programs	Number of Awards for Other Discretionary (OD) Programs	Number of Awards for High- Risk Youth (HRY) Programs	Number of Awards for Other Discretionary (OD) Programs
f. Services for out-of-school youth	f.	f.	f.	f.
g. Parent/community involvement	g.	g.	g.	g.
h. Alternative education programs	h.	h.	h.	h.
i. Prevalence surveys	i.	i.	i.	i.
j. Media activities	j.	j.	j.	j.
k. Coordination with law enforcement	k.	k.	k.	k.
l. Special (one-time) events	l.	l.	l.	l.
Other (Please specify)				
m.	m.	m.	m.	m.
n.	n.	n.	n.	n.

9B. For the GARs primarily serving high-risk youth, please estimate the amount awarded for the three most frequently provided services for each of the years shown below. Please use the list in 9A to select the three most frequently provided services and write in the type of service and estimated amount awarded.

7/1/89 - 6/30/90		7/1/90 - 6/30/91	
Services	Total Awarded	Services	Total Awarded
1.	$	1.	$
2.	$	2.	$
3.	$	3.	$

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10A. For each year shown below, please indicate the number of GARs for the two types of awards (HRY and OD awards) that provided services to the following target populations.

Target Populations	7/1/89 - 6/30/90		7/1/90 - 6/30/91	
	Number of Awards for High-Risk Youth (HRY) Programs	Number of Awards for Other Discretionary (OD) Programs	Number of Awards for High-Risk Youth (HRY) Programs	Number of Awards for Other Discretionary (OD) Programs
1. Students at high-risk for alcohol and other drug use (as defined in DFSCA):	1.	1.	1.	1.
a. Dropouts	a.	a.	a.	a.
b. Students experiencing academic failure	b.	b.	b.	b.
c. Economically disadvantaged student	c.	c.	c.	c.
d. Children of alcoholics/children of drug abusers	d.	d.	d.	d.
e. Pregnant students	e.	e.	e.	e.
f. Abused or neglected children	f.	f.	f.	f.
g. Students who have committed violent or delinquent acts	g.	g.	g.	g.
h. Students with emotional problems	h.	h.	h.	h.
i. Children or youth who have attempted suicide	i.	i.	i.	i.
j. Physically disabled or chronically ill children or youth	j.	j.	j.	j.
k. Juveniles in detention facilities	k.	k.	k.	k.
2. Students in general	2.	2.	2.	2.
3. Latchkey children	3.	3.	3.	3.
4. Student athletes	4.	4.	4.	4.
5. Homeless and/or runaway youth	5.	5. 72	5.	5.
6. Parents	6.	6.	6.	6.

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Table 10A (Continued)

	7/1/89 - 6/30/90		7/1/90 - 6/30/91	
	Number of Awards for High-Risk Youth (HRY) Programs	Number of Awards for Other Discretionary (OD) Programs	Number of Awards for High-Risk Youth (HRY) Programs	Number of Awards for Other Discretionary (OD) Programs
7. Counselors	7.	7.	7.	7.
8. Teachers and other school staff (not counselors)	8.	8.	8.	8.
9. Community groups/ organizations	9.	9.	9.	9.
10. Law enforcement agencies	10.	10.	10.	10.
Other (Please specify)				
11.	11.	11.	11.	11.
12.	12.	12.	12.	12.

10B. For the GARs primarily serving high-risk youth, please use the list in 10A to select the three most frequently targeted population groups in your State for each of the years shown below and write in the target population and estimated amount awarded.

7/1/89 - 6/30/90		7/1/90 - 6/30/91	
Target Populations	**Total Awarded**	**Target Populations**	**Total Awarded**
1.	$	1.	$
2.	$	2.	$
3.	$	3.	$

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EVALUATION EFFORTS

11A. Please indicate whether any of the following State-level evaluation activities of State and local prevention programs were completed, were in progress, or were being planned by or for the Governor's Office or designee during the period 7/1/89 - 6/30/91. Indicate any evaluation activities regardless of funding source. Note: If an evaluation consists of multiple activities, please count each activity separately.

Type of Activity	Completed	In Progress	Planned
a. Description or assessment of Governor's DFSCA program prevention activities	a.	a.	a.
b. Statewide surveys of youth on:	b.	b.	b.
b.1 Knowledge of alcohol and other drugs	b.1	b.1	b.1
b.2 Attitudes on alcohol and other drugs	b.2	b.2	b.2
b.3 Use of alcohol and other drugs	b.3	b.3	b.3
c. Collection and analysis of other indicators/measures of problems associated with alcohol and other drugs	c.	c.	c.
d. Assessment of effectiveness of GAR program models or strategies	d.	d.	d.

11B. Please attach a summary description for each evaluation activity completed during this period. Each summary should address, as applicable, the following topics: purpose and objectives for the evaluation; description of the methodology used, including intermediate and outcomes variables measured; and a summary of findings, including a discussion of how findings contributed to changes or improvements in program activities. Summaries should be typewritten, double-spaced, and not longer than four pages.

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12. Please indicate the number of GARs that completed, were conducting, or were planning to conduct any of the following types of evaluation activities during the period 7/1/89 - 6/30/91. Indicate any evaluation activities regardless of funding source. Note: If an evaluation consists of multiple activities, please count each activity separately.

Type of Activity	Completed	In Progress	Planned
a. Description of GAR prevention activities	a.	a.	a.
b. Local surveys of youth on:	b.	b.	b.
b.1 Knowledge of alcohol and other drugs	b.1	b.1	b.1
b.2 Attitudes on alcohol and other drugs	b.2	b.2	b.2
b.3 Use of alcohol and other drugs	b.3	b.3	b.3
c. Collection and analysis of other indicators/measures of problems associated with alcohol and other drugs	c.	c.	c.
d. Assessment of effectiveness of GAR program models or strategies	d.	d.	d.

13. Please briefly assess the effectiveness of the Governor's DFSCA prevention program in reducing or eliminating alcohol and other drug use by school-age children and youth in your State. Topics addressed may include, but are not limited to: community coordination of services and resources; indicators of success based on needs assessments and State/local program priorities; and the extent to which the needs of special populations have been met. The description should be typewritten, double-spaced, and not longer than four pages.

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DFSCA EMERGENCY GRANT AWARDS (7/1/90-6/30/91 ONLY)

14. Please indicate the number of LEAs that were awarded funds through the DFSCA Emergency Grants Program in the period 7/1/90 - 6/30/91: _____.

15. Please indicate the number of Emergency Grant awards made to LEAs by enrollment and size of award.

Enrollment	Less than $2,499	$2,500-$4,999	$5,000-$9,999	$10,000-$24,999	$25,000 - $49,999	$50,000 - $74,999	$75,000 - $99,999	$100,000 or more	Total
0-999									
1,000-4,999									
5,000+									
Total									

16. Please describe briefly the selection criteria used for making Emergency Grant awards to LEAs during the period 7/1/90 - 6/30/91. Topics addressed in the description should include, but not be limited to: needs assessment activities; indicators of the type and extent of alcohol- and other drug- related problems in LEAs; populations targeted; State and local program priorities; and evaluation. The description should be typewritten, double-spaced, and not longer than four pages.

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TYPES OF SERVICES PROVIDED BY LEAS WITH DFSCA EMERGENCY GRANT FUNDS

17. For the period 7/1/90 - 6/30/91, please indicate the number of LEAs that received DFSCA Emergency Grants and that provided the following services with DFSCA Emergency Grant funds. Also, please indicate the total amount of DFSCA Emergency Grant funds awarded for those services.

Type of Service	Number of LEAs	Total Amount Awarded
a. Teachers/staff training	a.	$
b. Student instruction	b.	$
c. Curriculum development or acquisition	c.	$
d. Student assistance programs (includes counseling, mentoring, and identification and referral)	d.	$
e. Alternative education programs	e.	$
f. Parent education/involvement	f.	$
g. After school recreation activities	g.	$
h. Community service projects	h.	$
i. Services for out-of-school youth	i.	$
j. Special (one-time) events	j.	$
Other (Please specify)		
k.	k.	$
l.	l.	$

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18A. For the period 7/1/90 - 6/30/91, please indicate the number of LEAs that received DFSCA Emergency Grants and that served the following target populations with DFSCA Emergency Grant funds.

Target Populations	Number of LEAs Funded Singly
a. Students in general	a.
b. Students at high risk for drug and alcohol use as defined in DFSCA Section 5122(b)(2)	b.
c. Latchkey children	c.
d. Student athletes	d.
e. Out-of-school youth	e.
f. Parents	f.
g. Teachers and other school staff (not including counselors)	g.
h. Counselors	h.
i. Community groups/organizations	i.
j. Law enforcement agencies	j.
Other (please specify)	
k.	k.
l.	l.

18B. Please estimate the amount awarded to LEAs that received DFSCA Emergency Grant funds for the three most frequently targeted populations (from the list in 18A) during the period 7/1/90 - 6/30/91.

Target Populations	Total Awarded
1.	$
2.	$
3.	$

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MODEL COMMUNITY-BASED PREVENTION PROGRAMS

19. Please provide descriptions of no more than three effective model community-based prevention programs or program components in your State during the period 7/1/89 - 6/30/91. In order to demonstrate effectiveness of model programs or program components, please provide quantitative data indicating reductions in alcohol and other drug use or related behaviors by children and youth served by the program.

    Please complete one form for each model program or program component using the attached form. If additional space is required to complete the answers, please use a separate sheet of paper and write the number of the question being answered.

MODEL COMMUNITY-BASED PREVENTION PROGRAMS

Agency/Organization _____

Contact Person _____

Position _____

Address _____

Telephone Number _____

Type of Agency

1. Please check the most appropriate description of the organization.
   - _____ Publicly-funded drug and alcohol prevention/treatment center
   - _____ Privately-funded drug and alcohol prevention/treatment center
   - _____ Law enforcement/judicial
   - _____ Publicly-funded child protection/youth service agency
   - _____ Privately-funded local/national service organization
   - _____ Other (please describe) _____

2. If the organization's primary program or service is not alcohol and other drug prevention, please describe the organization's primary program or service.

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Characteristics of Geographic Area Served

1. Please describe the organization's service area in terms of its population size, character (e.g., urban, rural, suburban, small town), and range of socioeconomic groups.

2. What is the racial/ethnic composition of the organization's service area:

   _____ % American Indian or Native Alaskan

   _____ % Asian or Pacific Islander

   _____ % Hispanic

   _____ % Black, not of Hispanic origin

   _____ % White, not of Hispanic origin

Needs Assessment

1. Has a needs assessment been conducted of the alcohol and other drug use problem in the community? If yes, please indicate who participated, the most recent year that the assessment was conducted, any high-risk groups identified, and the findings of the assessment.

2. How have these findings been used? For example, does the program target particular high-risk groups identified by the needs assessment?

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Prevention Program Objectives

1. Please describe the key objectives of the organization's alcohol and other drug use prevention program.

2. Please describe how the organization assesses progress toward or achievement of these objectives.

Prevention Program Staff

1. What staff are responsible for carrying out prevention programs or services? What are the duties of these staff and how much of their time is devoted to prevention program activities?

2. What types of training were offered to prevention program staff during the past school year? Please indicate who provided the training, topics of the training, methodology, and which staff members attended.

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Prevention Program Service Components

1. Please describe the types of drug prevention services the organization provides, including activities for increasing local community awareness of drug problems. Please include information such as the type of activity, the number and type of participants, and the activity's perceived impact.

2. Is the organization active through lobbying or other efforts in the development of public policy concerning alcohol and other drug use? Please describe these efforts.

Interagency/Business Collaboration

1. Has the organization collaborated with other organizations or businesses during the last year on substance use prevention activities? If so, please describe the cooperative activities including the names of the cooperating organizations, the type of activities (e.g., referrals, training, presentation, etc.), and the benefits the program and/or the clients derived from this collaboration.

Evaluation

1. How does the organization evaluate the effectiveness of its prevention and education program? Please describe the evaluation methods used and the findings. What changes, if any, have been made in program objectives or activities as a result of the evaluation findings?

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2. What difficulties or problems were overcome in establishing and implementing the organization's alcohol and other drug use prevention program?

3. What are the characteristics that make the prevention program unique and contribute to its success?

Budget and Expenditures

1. Please indicate the total funds used by the organization to support substance use prevention programs and activities. $_____

2. Please indicate the sources of funds used to support the organization's substance use prevention programs and activities (e.g., federal, local government, private donations), and their approximate contribution to the total prevention budget.

Appendix C

State and Local Educational Agencies
1989-91 Biennial Performance Report Form

Form Approved
OMB Number 1810-0557
Expiration Date 10/31/92

DRUG-FREE SCHOOLS AND COMMUNITIES ACT OF 1986
STATE AND LOCAL PROGRAMS

BIENNIAL PERFORMANCE REPORT
STATE AND LOCAL EDUCATIONAL AGENCIES

Public reporting burden for this collection of information is estimated to vary from 33 to 150 hours per response, with an average of 86.3 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing the burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202-4651, and to the Office of Management and Budget, Paperwork Reduction Project 1810-0557, Washington, DC 20503.

Official Name of State Agency Responding: _____

_____

_____

Office of Unit Submitting Report: _____

_____

_____

Mailing Address: _____

_____

_____

Name and Title of Individual Completing this Report: _____

_____

Telephone Number of Individual Completing this Report: _____

Name of Authorized Certifying Official: _____

Signature of Authorized Certifying Official: _____

Please mail the completed form and all attachments to:

Division of Drug-Free Schools and Communities
U.S. Department of Education
Room 2123
400 Maryland Avenue, SW
Washington, DC 20202-6439

Form Approved
OMB Number 1810-0557
Expiration Date 10/31/92

I. General Instructions

1. Section 5127 of the Drug-Free Schools and Communities Act (DFSCA) requires the Secretary to collect certain information about State and local implementation of DFSCA on a biennial basis. Specifically, States are required to submit to the Secretary information on the State and local programs conducted with assistance furnished under DFSCA that must include:

   - a description of the drug and alcohol problem in the elementary and secondary schools in the State as of the date of this report;
   - a description of the range of drug and alcohol policies in the schools in the State;
   - the numbers of individuals served by DFSCA;
   - the demographic characteristics of populations served;
   - types of service provided and duration of the services;
   - information on how the State has targeted the populations listed under Section 5122(b)(2);
   - a description of the model drug and alcohol abuse education and prevention programs in the State that have been demonstrated to be effective; and
   - an evaluation of the effectiveness of State and local drug and alcohol abuse education and prevention program.

DFSCA requires that State educational agencies (SEAs) request information for this report from local educational agencies (LEAs) using the local application and progress reports. SEAs should not initiate new data collections to respond to this form, but should supply as much of the requested information as possible, based on local applications and progress reports submitted by LEAs. States that do not have all requested data should report whatever information they have in sufficient detail to meet the reporting requirements of Section 5127 of DFSCA.

States are encouraged to review and revise their LEA application and progress reports so that, in the future, they will more easily be able to report data to meet the Department of Education's standard format. However, States need not review applications or other information collection forms in order to respond to question 2 in this form.

The attached form requests this information for State and local educational agencies for the 1989-1990 and 1990-1991 school years. A separate form is being sent to the Governor's DFSCA Program in each State. The information provided by the States will be summarized and provided to the Congress and the Office of National Drug Control Policy as required by Section 5132(c)(2).

2. Please indicate whenever information to respond to a question on the attached form is not available. Do not simply leave empty spaces on the form.

3. Whenever a question on the attached form requires a narrative response (e.g., questions 4, 6, 18b, 20, 21), please number the narrative responses to correspond with question number.

4. Questions 15, 16, and 17 require that LEA awards be classified by type of service provided or by population targeted. The Department understands that LEA awards may provide more than one of the types of services specified in the form or target more than one of the specified population groups. When responding to these questions, please count an LEA in all of the appropriate categories.
5. If questions arise about completion of any of the items on the attached form, please do not hesitate to contact the U.S. Department of Education for clarification. Please call the Division of Drug-Free Schools and Communities at (202) 401-1599 with questions.
6. Please retain a copy of the completed form and attachments for your files.
7. The forms should be completed and returned to the Department of Education no later than Thursday, April 30, 1992.

II. Definitions/Abbreviations

The following information is included in order to clarify the meaning of abbreviations and other terms used in the attached form:

- SEA - State educational agency
- LEA - Local educational agency
- IEA - Intermediate educational agency
- DFSCA Part B - The State and Local Program authorized by Part B of the Drug-Free Schools and Communities Act in Sections 5121-5127

Because this is the first time that the Department of Education is issuing this form, SEAs are requested to comment on:

- the burden incurred in completing the form;
- SEA views on the practical utility of these data for policy decisions in the program;
- whether SEA records are kept at the level of detail requested and, if yes, whether other mechanisms exist that could be used to report the information; and
- if such detailed records are not kept, the burden that would be incurred in revising the SEA data system accordingly.

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DESCRIPTION OF THE CURRENT DRUG AND ALCOHOL PROBLEM IN ELEMENTARY AND SECONDARY SCHOOLS IN THE STATE

1. Has your State conducted a statewide prevalence survey of alcohol and other drug use among elementary and secondary school students during the period 7/1/89 - 6/30/91?

   _____ Yes If yes, when _____? (Please attach a copy of results)

   _____ No If no, date of most recent survey _____? (Please attach a copy of results)

   _____ Never conducted a survey (If never, skip to question 3)

2. Based on the most current survey identified in question 1, please indicate the percentage of students in your State that have ever used the following drugs. Please produce data in as much detail as is readily available.

DRUG	K-3	4	5	6	7	8	9	10	11	12
Alcohol										
Tobacco										
Cocaine										
Crack										
Inhalants										
Amphetamines										
Marijuana										
Steroids										
Prescription Drugs										

3. If your State has never conducted a statewide prevalence survey, what is the primary source of information about alcohol and other drug use among elementary and secondary school students?

   _____ LEA surveys

   _____ Other (please list)_____

   _____

   _____

   _____

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4. Please provide a narrative description of the drug and alcohol problem in the elementary and secondary schools in your State as of the date of this report. The description should not exceed two typewritten, double-spaced pages.

   Please include information about available indicators of the level of drug-related activity among youth in your State. Such indicators might include, but are not limited to: the number of students referred for treatment; the number of disciplinary referrals related to alcohol and other drug possession or sale; and the number of juvenile arrests for alcohol and other drug-related offenses.

   Please provide information about which drugs are most frequently used by students and differences in the extent to which LEAs in your State are affected by drug-related problems.

DRUG AND ALCOHOL POLICIES

5. Please complete the following matrix regarding the range of LEA drug and alcohol policies in your State and indicate the number of LEAs in each enrollment range that have implemented the policy elements described.

	Number of students enrolled		
Number of LEAs in your State that:	0-999	1,000-4,999	5,000+
a. Are in each enrollment range			
b. Prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol by students on school premises or as part of school activities			
c. Provide written notification of alcohol and other drug use policies to students and parents			
d. Include expulsion as part of a range of sanctions for violations			
e. Require parental notification for student violations of the policy			
f. Require participation in a counseling or treatment program for student violations involving use			
g. Build support for policies by involving parents and other community members in the creation, review, and adoption of policies			
h. Provide different sanctions for violations involving alcohol than for similar violations involving other illegal drugs			
i. Require notification of law enforcement officials for violations of the policy			

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6. Please attach a written description to supplement your answer to question 5 which characterizes the range of school alcohol and other drug use policies within your State. The description should be typewritten, double-spaced, and not longer than two pages.

NUMBER OF INDIVIDUALS SERVED AND DEMOGRAPHIC INFORMATION

7. Please complete the following matrix with the number of students enrolled in schools in your State.

SCHOOL YEAR	PUBLIC	PRIVATE	TOTAL
1989-1990			
1990-1991			

8. Please complete the following matrix with the number of students enrolled in schools in your State that have received services funded under DFSCA Part B (SEA/LEA).

SCHOOL YEAR	PUBLIC	PRIVATE	TOTAL
1989-1990			
1990-1991			

9. For students in the following racial/ethnic groups, please indicate the number enrolled in school in your State and the number who received services provided under DFSCA Part B funding (SEA/LEA).

School Year	American Indian or Alaskan Native		Asian or Pacific Islander		Black, not of Hispanic origin		Hispanic		White, not of Hispanic origin	
	Enrolled	Served	Enrolled	Served	Enrolled	Served	Enrolled	Served	Enrolled	Served
1989- 1990										
1990-1991										

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10. Please complete the following matrix with the number of students enrolled in schools in your State by grade who received services funded under DFSCA Part B (SEA/LEA).

School Year	K-3		4-6		7-9		10-12	
	Enrolled	Served	Enrolled	Served	Enrolled	Served	Enrolled	Served
1989-1990								
1990-1991								
Total								

SEA ADMINSTRATION OF LEA PARTICIPATION

11. For school years 1989-1990 and 1990-1991, please indicate the total number of LEAs in your State; the total number of LEAs funded singly in the DFSCA Part B program; the total number of LEAs participating in the DFSCA Part B program through intermediate educational agencies (IEAs) or consortia; the total number of IEAs or consortia receiving DFSCA Part B grant awards; and the total number of LEAs that elected not to participate in the DFSCA Part B program.

	School Year 1989-1990	School Year 1990-1991
a. Total Number of LEAs	a.	a.
b. Number of LEAs Funded Singly	b.	b.
c. Number of LEAs Participating through IEAs/ Consortia	c.	c.
d. Number of Consortia/IEAs	d.	d.
e. Number of LEAs Not Participating	e.	e.

NOTE: The total number of LEAs equals the number funded singly, the number participating through consortia/IEAs, and the number not participating (a = b + c + e).

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12. Please indicate the number of LEAs that elected not to participate in the DFSCA Part B program for each of the reasons listed below. Please count each nonparticipating LEA only once, so that the total equals the total number of nonparticipating LEAs listed in question 1(e) above.

Reason For Not Participating	Number of LEAs	
	School Year 1989-1990	School Year 1990-1991
a. All LEAs elected to participate in the DFSCA Part B program	a.	a.
b. Amount of LEA allocation too low relative to effort required to complete application	b.	b.
c. LEAs missed SEA deadline for submitting application	c.	c.
d. LEAs not aware of availability of DFSCA Part B funds	d.	d.
e. LEAs historically do not accept any Federal funds	e.	e.
f. LEAs ineligible to apply for DFSCA Part B funds	f.	f.
g. LEAs believe current prevention programming sufficient	g.	g.
h. Other (please specify)	h.	h.

13. How many LEAs funded singly and IEAs/consortia received at least one monitoring visit in each of the following years?

	School Year 1989-1990	School Year 1990-1991
a. Number of LEAs Funded Singly	a.	a.
b. Number of Consortia/IEAs	b.	b.

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14. For schools years 1989-1990 and 1990-1991, please indicate the amount of DFSCA Part B SEA 10 percent set-aside funds allocated for each of the following activities.

Activities	School Year 1989-1990	School Year 1990-1991
a. State-level administration (not including needs assessment and evaluation)	a. $	a. $
b. Supplemental grant awards to LEAs	b. $	b. $
c. Development/purchase of instructional materials	c. $	c. $
d. Training and technical assistance	d. $	d. $
e. Public awareness activities	e. $	e. $
f. Coordination	f. $	f. $
g. Needs assessment and evaluation	g. $	g. $
h. Other	h. $	h. $
TOTAL SEA 10 PERCENT SET-ASIDE	$	$

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TYPES OF SERVICES PROVIDED BY LEAS

15. For each of the school years 1989-1990 and 1990-1991, please indicate the number of LEAs funded singly and IEAs/consortia that provided the following services and provide the total amount awarded for those services through DFSCA Part B programs.

Type of Service	School Year 1989-1990			
	Number of LEAs Funded Singly	Total Amount Awarded to LEAs Funded Singly	Number of IEAs/ Consortia	Total Amount Awarded to IEAs/ Consortia
a. Teacher/staff training	a.	$	a.	$
b. Student instruction	b.	$	b.	$
c. Curriculum development or acquisition	c.	$	c.	$
d. Student assistance programs (includes counseling, mentoring, and identification and referral)	d.	$	d.	$
e. Alternative education programs	e.	$	e.	$
f. Parent education/ involvement	f.	$	f.	$
g. After school recreation activities	g.	$	g.	$
h. Community service projects	h.	$	h.	$
i. Services for out-of-school youth	i.	$	i.	$
j. Special (one-time) events	j.	$	j.	$
Other (Please specify)				
k.	k.	$	k.	$
l.	l.	$	l.	$

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Table 15 (Continued)

Type of Service	School Year 1990-1991			
	Number of LEAs Funded Singly	Total Amount Awarded to LEAs Funded Singly	Number of IEAs/ Consortia	Total Amount Awarded to IEAs/ Consortia
a. Teacher/staff training	a.	$	a.	$
b. Student instruction	b.	$	b.	$
c. Curriculum development or acquisition	c.	$	c.	$
d. Student assistance programs (includes counseling, mentoring, and identification and referral)	d.	$	d.	$
e. Alternative education programs	e.	$	e.	$
f. Parent education/ involvement	f.	$	f.	$
g. After school recreation activities	g.	$	g.	$
h. Community service projects	h.	$	h.	$
i. Services for out-of-school youth	i.	$	i.	$
j. Special (one-time) events	j.	$	j.	$
Other (Please specify)				
k.	k.	$	k.	$
l.	l.	$	l.	$

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16. How many LEAs funded singly and IEAs/consortia served the following target populations through DFSCA Part B programs in school years 1989-1990 and 1990-1991?

Target Populations	School Year 1989-1990		School Year 1990-1991	
	Number of LEAs Funded Singly	Number of IEAs/ Consortia	Number of LEAs Funded Singly	Number of IEAs/ Consortia
a. Students in general	a.	a.	a.	a.
b. Students at high risk for drug and alcohol use as defined in DFSCA Section 5122(b)(2)	b.	b.	b.	b.
c. Latchkey children	c.	c.	c.	c.
d. Student athletes	d.	d.	d.	d.
e. Out-of-school youth	e.	e.	e.	e.
f. Parents	f.	f.	f.	f.
g. Teachers and other school staff (not including counselors)	g.	g.	g.	g.
h. Counselors	h.	h.	h.	h.
i. Community groups/ organizations	i.	i.	i.	i.
j. Law enforcement agencies	j.	j.	j.	j.
Other (Please specify)				
k.	k.	k.	k.	k.
l.	l.	l.	l.	l.

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17. How many LEAs funded singly and IEAs/consortia provided the following services to private school students and teachers through DFSCA Part B programs in school years 1989-1990 and 1990-1991?

Type of Service	School Year 1989-1990		School Year 1990-1991	
	Number of LEAs Funded Singly	Number of IEAs/ Consortia	Number of LEAs Funded Singly	Number of IEAs/ Consortia
a. Teacher/staff training	a.	a.	a.	a.
b. Student instruction	b.	b.	b.	b.
c. Curriculum development or acquisition	c.	c.	c.	c.
d. Student assistance programs (includes counseling, mentoring, and identification and referral)	d.	d.	d.	d.
e. Alternative education programs	e.	e.	e.	e.
f. Parent education/ involvement	f.	f.	f.	f.
g. After school recreation activities	g.	g.	g.	g.
h. Community service projects	h.	h.	h.	h.
i. Services for out-of-school youth	i.	i.	i.	i.
j. Special (one-time) events	j.	j.	j.	j.
Other (Please specify)				
k.	k.	k.	k.	k.
l.	l.	l.	l.	l.

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EVALUATION EFFORTS

18A. Please indicate whether any of the following State-level evaluation activities of State or local prevention programs were completed, were in progress, or were being planned during school years 1989-1990 and 1990-1991. Indicate any evaluation activities regardless of funding source. Note: If an evaluation consists of multiple activities, please count each activity separately.

Type of Activity	Completed	In Progress	Planned
a. Description of State-level DFSCA prevention programs	a.	a.	a.
b. Statewide surveys of youth on:	b.	b.	b.
b.1 Knowledge of alcohol and other drugs	b.1	b.1	b.1
b.2 Attitudes on alcohol and other drugs	b.2	b.2	b.2
b.3 Use of alcohol and other drugs	b.3	b.3	b.3
c. Collection and analysis of other indicators/ measures of programs associated with alcohol and other drugs	c.	c.	c.
d. Assessments of effectiveness of SEA program models or strategies	d.	d.	d.
e. Assessments of effectiveness of LEA program models or strategies	e.	e.	e.

18B. Please attach a summary description of each evaluation activity completed during this period. Each summary should address, as applicable, the following topics: purpose and objectives for the evaluation; description of the methodology used, including intermediate and outcome variables measured; and a summary of findings, including a discussion of how findings contributed to changes or improvements in program activities. Summaries should be typewritten, double-spaced, and not longer than four pages.

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19. Please indicate the number of LEAs funded singly and IEAs/consortia that have completed, were conducting, or were planning to conduct any the following types of evaluation activities during school years 1989-1990 and 1990-1991. Indicate any evaluation activities regardless of funding source. Note: If an evaluation consists of multiple activities, please count each activity separately.

	Number of LEAs Funded Singly			Number of IEAs/Consortia		
Type of Activity	Completed	In Progress	Planned	Completed	In Progress	Planned
a. Description of LEA prevention activities	a.	a.	a.	a.	a.	a.
b. Local surveys of youth on:	b.	b.	b.	b.	b.	b.
b.1 Knowledge of alcohol and other drugs	b.1	b.1	b.1	b.1	b.1	b.1
b.2 Attitudes on alcohol and other drugs	b.2	b.2	b.2	b.2	b.2	b.2
b.3 Use of alcohol and other drugs	b.3	b.3	b.3	b.3	b.3	b.3
c. Collection and analysis of other indicators/ measures of problems associated with alcohol and other drugs.	c.	c.	c.	c.	c.	c.
d. Assessment of effectiveness of LEA program models/strategies	d.	d.	d.	d.	d.	d.

20. Please briefly assess the effectiveness of DFSCA prevention programs in reducing or eliminating alcohol and other drug use by school-age children and youth in your State. Topics addressed may include, but are not limited to: community coordination of services and resources; indicators of success based on needs assessments and State/local program priorities; and the extent to which the needs of special populations have been met. The decscription should be typewritten, doublespaced, and not longer than four pages.

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MODEL SCHOOL-BASED PREVENTION PROGRAMS

21. Please provide descriptions of no more than three effective model school-based prevention programs or program components in your State during the period 7/1/89 - 6/30/91. In order to demonstrate effectiveness of model programs or program components, please provide quantitative data indicating reductions in alcohol and other drug use or related behaviors by children and youth served by the program.

    Please complete one form for each model program or program component using the attached form. If additional space is required to complete the answers, please use a separate sheet of paper and write the number of the question being answered.

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MODEL SCHOOL-BASED PREVENTION PROGRAMS

School _____

Contact Person _____

Position _____

Address _____

Telephone Number _____

Characteristics of the School and Community

1. Check the school's level:

   _____ Elementary School

   _____ Middle/Junior High School

   _____ High School

2. Number of students enrolled in the school: _____

3. Please describe the community served by the school in terms of its population size, character (e.g., rural, urban, suburban), and range of socioeconomic levels.

4. What is the approximate racial/ethnic composition of students enrolled in the school?

   _____ % American Indian or Native Alaskan

   _____ % Asian or Pacific Islander

   _____ % Hispanic

   _____ % Black, not of Hispanic origin

   _____ % White, not of Hispanic origin

Needs Assessment

1. Have any surveys on student drug and alcohol use been conducted for the school? If yes, please describe the results of the most recent survey.

2. Were any additional assessments of the need for drug education and prevention activities conducted? These may include assessments of student or employee use or assessments of factors placing students at risk for substance use. If yes, please describe the type of assessment(s), the areas of need identified, and how the results were used.

3. Did the assessment(s) identify students or employees at risk for alcohol or other drug use? What criteria do you use in determining at-risk status (e.g., grade retention, participants in free lunch programs, AFDC recipients, frequent absences from school)? Were certain target groups identified?

Program Objectives

1. What are the key objectives of the school's drug, alcohol, and tobacco use prevention program?

2. Please indicate what criteria are used to determine if the school has achieved or has made progress toward achieving these objectives.

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Program Characteristics

1. Alcohol and Other Drug Use Policy

   a. Please describe the school's alcohol and other drug use policy.

   b. Do you disseminate written or other statements of the school's alcohol and other drug use policy? If yes, how are the policy statements disseminated?

2. Program Curriculum

   a. What are the components of the school's prevention curriculum (e.g., drug and alcohol information, State drug laws and school substance use policies, community resources for treatment, refusal skills, etc.)?

   b. Please indicate and describe specific prevention curriculum materials used by the school.

   c. What grades receive instruction related to alcohol and other drug prevention? Is this instruction taught as a separate course or integrated into other existing courses, such as health? Approximately how many hours of instruction in substance use prevention do students receive per year? Is the instruction presented as an instructional unit, or throughout the school year?

3. Student Support

   a. Please describe those student support activities provided by the school as part of its prevention program. These may include a Student Assistance Program, special drug-free extracurricular or recreational activities, student anti-drug organizations, or other support activities.

Parental Involvement

1. Please describe parental involvement in the prevention program. How are parents involved in planning, implementing, and/or evaluating the program?

2. What prevention activities do parents judge to be most valuable?

3. What outreach activities does the school use to involve families in the prevention program?

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Community Involvement and Interagency Links

1. Please describe any relationships the school has established with community agencies to promote a drug-free school and community.

2. How does the school publicize its prevention policies, procedures, and activities to the community at large?

3. Has the school compiled or updated a list of community intervention and treatment resources? If yes, how, and to whom, was the list of community resources distributed?

4. Does the school refer students for counseling or treatment? Please describe the identification and referral process and the types of agencies to which students are referred.

Program Administration

1. What school staff members are responsible for carrying out the prevention program? What are the duties of these staff members and how much of their time is devoted to prevention program activities?

2. What types of training were offered to school staff during the past school year? Please indicate who provided the training, topics covered by the training, the methodology, and which staff members attended.

Technical Assistance

1. Has the school received technical assistance for its alcohol and other drug prevention program during the past year? If so, in what areas and from whom?

2. Were any changes made in the program as a result of technical assistance? Please describe.

Evaluation

1. How has the school evaluated the effectiveness of its prevention program? Please describe the evaluation method used and the findings. Also, please describe how the findings have been used by the school, for example, to modify program objectives or services offered.

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2. Please describe any changes in alcohol, drug, or tobacco use behavior (e.g., student use rates, substance-related disciplinary actions or treatment referrals, substance-related hospital emergencies) among youth. How were such changes measured?

Budget and Expenditures

1. Please indicate the total amount of DFSCA funds (including funds received through the State DFSCA program and DFSCA funds received directly from the U.S. Department of Education) used to support school alcohol and other drug prevention programs and activities during the most recent school year.

State Administered DFSCA Grant: $ _____

DFSCA Direct Federal Grant: $ _____

TOTAL: $ _____

2. Please indicate the total amount and list the sources of other funds (e.g., private donations, other State funds) used to support alcohol and other drug prevention programs and activities.

Total Amount of Other Funds	Sources of Other Funds
$ _____	_____
	_____
	_____
	_____

Summary

1. What difficulties or problems were overcome in establishing and implementing an alcohol and other drug prevention program in the school?

2. Please provide information on any features of the program which, because of their effectiveness or lack of success, might benefit other schools which are implementing prevention programs.

Appendix D

Tabulations of Governors' Program Data

Governors' DFSCA Programs

Tabulations Across States

Table 3. Number of Individuals Who Received Services Under DFSCA Part B (Governor's) in 1989-90 and 1990-91, by Age Group

Age Group	7/1/89 - 6/30/90 (n = 40)				7/1/90 - 6/30/91 (n = 42)			
	Total	Percent	State Median	State Range	Total	Percent	State Median	State Range
Aged 0-4	685,992	9%	56	0 - 583,356	1,141,728	11%	72	0 - 1,000,658
Aged 5-9	881,179	12%	2,448	0 - 670,131	1,684,918	16%	3,028	0 - 1,258,689
Aged 10-12	1,106,227	15%	3,243	0 - 732,190	859,373	8%	4,983	0 - 200,966
Aged 13-15	1,308,207	18%	3,710	10 - 648,767	2,131,515	20%	7,777	15 - 1,117,438
Aged 16-18	1,492,575	20%	3,471	0 - 708,246	1,995,431	18%	8,063	4 - 1,035,606
Aged 19 and older	1,930,657	26%	3,176	0 - 839,504	3,003,525	28%	5,030	0 - 1,751,738
Total	7,404,837	100%			10,816,490	100%		

Note: Blank entries were converted to zeros if some, but not all, entries within each time period were blank.
Source: Item 3, 1989-91 Biennial Performance Report - Governor's Program

Table 2. Number of Individuals Who Received Services Under DFSCA Part B (Governor's) in 1989-90 and 1990-91, by Racial/Ethnic Group

Racial/Ethnic Group	7/1/89 - 6/30/90 (n = 34)				7/1/90 - 6/30/91 (n = 36)			
	Total	Percent	State Median	State Range	Total	Percent	State Median	State Range
American Indian/Alaskan Native	164,819	3%	143	0 - 101,276	137,244	2%	405	0 - 61,729
Asian/Pacific Islander	51,119	1%	141	0 - 19,587	133,604	1%	385	0 - 33,851
Black, not of Hispanic origin	1,125,540	17%	2,082	0 - 502,430	1,756,046	17%	1,999	0 - 1,055,332
Hispanic	1,015,339	16%	299	0 - 513,971	1,318,383	13%	787	0 - 834,177
White, not of Hispanic origin	4,076,694	63%	9,195	0 - 2,693,765	6,860,383	67%	19,821	0 - 5,279,786
Total	6,433,511	100%			10,205,660	100%		

Note: Blank entries were converted to zeros if some, but not all, entries within each time period were blank.
Source: Item 2, 1989-91 Biennial Performance Report - Governor's Program

Revised 1/21/91

Table 3. Number of Individuals Who Received Services Under DFSCA Part B (Governor's) in 1989-90 and 1990-91, by Age Group

Age Group	7/1/89 - 6/30/90 (n = 40)				7/1/90 - 6/30/91 (n = 42)			
	Total	Percent	State Median	State Range	Total	Percent	State Median	State Range
Aged 0-4	685,992	9%	56	0 - 583,356	1,141,728	11%	72	0 - 1,000,658
Aged 5-9	881,179	12%	2,448	0 - 670,131	1,684,918	16%	3,028	0 - 1,258,689
Aged 10-12	1,106,227	15%	3,243	0 - 732,190	859,373	8%	4,983	0 - 200,966
Aged 13-15	1,308,207	18%	3,710	10 - 648,767	2,131,515	20%	7,777	15 - 1,117,438
Aged 16-18	1,492,575	20%	3,471	0 - 708,246	1,995,431	18%	8,063	4 - 1,035,606
Aged 19 and older	1,930,657	26%	3,176	0 - 839,504	3,003,525	28%	5,030	0 - 1,751,738
Total	7,404,837	100%			10,816,490	100%		

Note: Blank entries were converted to zeros if some, but not all, entries within each time period were blank.
Source: Item 3, 1989-91 Biennial Performance Report - Governor's Program

Table 4. Number of Individuals Who Received Services Under DFSCA Part B (Governor's) in 1989-90 and 1990-91, by High-Risk Group

High-Risk Groups	7/1/89 - 6/30/90				7/1/90 - 6/30/91			
	Total	State Median	State Range	n	Total	State Median	State Range	n
School dropouts	416,694	165	0 - 398,640	35	718,326	269	0 - 684,025	39
Experiencing academic failure	58,701	571	15 - 9,350	34	183,856	1,407	0 - 45,276	38
Economically disadvantaged children	623,095	2,633	40 - 180,859	36	1,254,201	4,460	0 - 364,061	40
Victims of physical, psychological or sexual abuse	70,742	340	0 - 32,739	32	96,312	965	0 - 18,849	34
Juveniles in detention facilities	3,651	20	0 - 1,205	29	17,285	233	0 - 3,667	34
Experienced chronic pain due to injury	4,810	14	0 - 2,059	28	11,921	36	0 - 2,182	31
Children of alcoholics/substance abusers	78,153	627	11 - 15,944	32	211,832	1,494	0 - 77,829	36
Pregnant	82,925	94	0 - 65,305	32	93,323	161	0 - 66,629	35
Have committed a violent/delinquent act	40,514	357	0 - 9,697	32	59,942	605	0 - 10,134	36
Experienced mental health problems	26,658	342	0 - 4,845	31	48,888	732	0 - 9,125	34
Have attempted suicide	6,839	79	0 - 2,059	29	34,191	130	0 - 21,403	32

Note: Individuals may be represented in more than one category of high risk youth and therefore totals for this item will not be equal to totals for related items.
Source: Item 4a, 1989-91 Biennial Performance Report - Governor's Program

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Table 5. Number of Individuals Who Received Services Under DFSCA Part B (Governor's) in 1989-90 and 1990-91, by Target Population

Population	7/1/89 - 6/30/90				7/1/90 - 6/30/91			
	Total	State Median	State Range	n	Total	State Median	State Range	n
School-aged youth, in school	3,599,397	17,737	0 - 801,859	40	5,137,170	32,870	0 - 1,701,699	40
School-aged youth, not in school	451,814	421	0 - 398,465	34	771,872	298	0 - 683,949	34
Parents	2,173,014	1,435	0 - 1,552,654	36	3,834,905	1,896	0 - 3,364,357	36
Law enforcement officials	21,737	65	0 - 10,663	32	239,592	140	0 - 142,515	33
Community-based health professionals	23,656	121	0 - 5,672	33	47,074	195	0 - 16,998	34
Other community members	1,869,234	760	0 - 917,185	33	3,378,418	984	0 - 1,602,212	33
Teachers	65,907	352	0 - 16,235	33	75,715	974	0 - 14,771	35
Counselors	6,342	41	0 - 1,366	30	151,183	175	0 - 142,515	29
Other school personnel	848,716	107	0 - 842,675	29	438,975	242	0 - 427,545	32

Note: Not all states maintained data in this format.
Source: Item 5, 1989-91 Biennial Performance Report - Governor's Program

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Table 6. Number of **High-Risk Youth Awards** and Amount of Funds Awarded in **1989-90**, by Duration of Award

Duration of Award	Awards to High-Risk Youth Programs (n = 49)						
	Number of Awards				Amount Awarded[1]		
	Total	Percent	State Median	State Range	Total	State Median	State Range
Less than 6 months	38	3%	0	0 - 15	$234,723	$0	$0 - $47,200
6 - <9 months	20	2%	0	0 - 7	$696,444	$0	$0 - $240,000
9 - <12 months	327	25%	0	0 - 104	$14,352,525	$0	$0 - $6,970,000
12 - <18 months	811	63%	10	0 - 78	$28,500,925	$290,223	$0 - $2,990,131
18 - <27 months	90	7%	0	0 - 57	$4,697,805	$0	$0 - $3,610,306
Total	1,286	100%	20	0 - 112	$48,482,422	$599,633	$0 - $6,970,000

[1]May include carryover money from previous years.
Note: Blank entries were converted to zeros if some, but not all, entries within each column were blank.
Source: Item 6a (High-Risk Youth), 1989-91 Biennial Performance Report - Governor's Program

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Table 8. Number of **High-Risk Youth Awards** and the Amount Awarded in **1989-90**, by Size of Award

Size of Award	Awards to High-Risk Youth Programs (n = 49)						
	Number of Awards				Amount Awarded[1]		
	Total	Percent	State Median	State Range	Total	State Median	State Range
Less than $2,499	84	7%	0	0 - 42	$124,421	$0	$0 - $74,389
$2,500 - $4,999	76	6%	0	0 - 35	$268,423	$0	$0 - $112,900
$5,000 - $9,999	130	10%	1	0 - 21	$940,546	$9,000	$0 - $147,721
$10,000 - $24,999	372	29%	4	0 - 48	$5,883,312	$71,150	$0 - $700,600
$25,000 - $49,999	404	31%	4	0 - 49	$13,908,665	$131,500	$0 - $1,977,824
$50,000 - $74,999	131	10%	1	0 - 29	$7,772,819	$50,000	$0 - $1,771,020
$75,000 - $99,999	30	2%	0	0 - 6	$2,587,723	$0	$0 - $445,626
More than $100,000	59	5%	0	0 - 10	$16,996,512	$0	$0 - $5,655,506
Total	1,286	100%	20	0 - 112	$48,482,421	$599,633	$0 - $6,970,000

[1]May include carryover money from previous years.
Note: Blank entries were converted to zeros if some, but not all, entries within each column were blank.
Source: Item 6b (High-Risk Youth), 1989-91 Biennial Performance Report - Governor's Program

Table 10. Number of **High-Risk Youth Awards** and Amount of Funds Awarded in **1990-91**, by Duration of Award

Duration of Award	Awards to High-Risk Youth Programs (n = 50)						
	Number of Awards				Amount Awarded[1]		
	Total	Percent	State Median	State Range	Total	State Median	State Range
Less than 6 months	43	3%	0	0 - 13	$343,529	$0	$0 -$56,249
6 - <9 months	85	6%	0	0 - 36	$2,610,733	$0	$0 - $1,965,137
9 - <12 months	212	15%	0	0 - 73	$14,108,856	$0	$0 - $8,358,207
12 - <18 months	990	69%	11	0 - 82	$39,079,469	$541,124	$0 - $4,293,366
18 - <27 months	98	7%	0	0 - 54	$5,042,710	$0	$0 - $2,515,245
Total	1,428	100%	23	0 - 102	$61,185,297	$669,299	$0 - $10,458,207

[1]May include carryover money from previous years.
Note: Blank entries were converted to zeros if some, but not all, entries within each column were blank.
Source: Item 7a (High-Risk Youth), 1989-91 Biennial Performance Report - Governor's Program

Table 9. Number of **Other Discretionary Awards** and the Amount Awarded in **1989-90**, by Size of Award

Size of Award	Awards to Other Discretionary Programs (n = 47)						
	Number of Awards				Amount Awarded[1]		
	Total	Percent	State Median	State Range	Total	State Median	State Range
Less than $2,499	144	20%	0	0 - 42	$154,994	$0	$0 - $38,809
$2,500 - $4,999	70	10%	0	0 - 11	$229,252	$0	$0 - $39,113
$5,000 - $9,999	69	9%	0	0 - 7	$479,921	$5,000	$0 - $45,380
$10,000 - $24,999	221	30%	2	0 - 38	$3,487,164	$32,500	$0 - $479,858
$25,000 - $49,999	100	14%	1	0 - 9	$3,157,113	$43,000	$0 - $284,178
$50,000 - $74,999	51	7%	1	0 - 11	$3,004,900	$50,000	$0 - $655,683
$75,000 - $99,999	33	5%	0	0 - 6	$2,824,614	$0	$0 - $514,890
More than $100,000	42	6%	1	0 - 5	$10,943,130	$100,000	$0 - $2,361,876
Total	730	100%	10	0 - 60	$24,281,088	$365,251	$0 - $2,620,011

[1]May include carryover money from previous years.
Note: Blank entries were converted to zeros if some, but not all, entries within each column were blank.
Source: Item 6b (Other Discretionary), 1989-91 Biennial Performance Report - Governor's Program

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Table 7. Number of Other Discretionary Awards and Amount of Funds Awarded in 1989-90, by Duration of Award

Duration of Award	Awards to Other Discretionary Programs (n = 47)						
	Number of Awards				Amount Awarded[1]		
	Total	Percent	State Median	State Range	Total	State Median	State Range
Less than 6 months	82	11%	0	0 - 13	$829,278	$0	$0 - $175,471
6 - <9 months	49	7%	0	0 - 26	$452,558	$0	$0 - $94,000
9 - <12 months	245	34%	0	0 - 55	$5,652,693	$0	$0 - $1,574,000
12 - <18 months	340	47%	4	0 - 35	$16,061,862	$166,928	$0 - $2,361,876
18 - <27 months	14	2%	0	0 - 9	$1,284,695	$0	$0 - $729,230
Total	730	100%	10	0 - 60	$24,281,086	$365,251	$0 - $2,620,011

[1]May include carryover money from previous years.
Note: Blank entries were converted to zeros if some, but not all, entries within each column were blank.
Source: Item 6a (Other Discretionary), 1989-91 Biennial Performance Report - Governor's Program

Table 11. Number of **Other Discretionary Awards** and Amount of Funds Awarded in **1990-91**, by Duration of Award

Duration of Award	Awards to Other Discretionary Programs (n = 47)						
	Number of Awards				Amount Awarded[1]		
	Total	Percent	State Median	State Range	Total	State Median	State Range
Less than 6 months	234	24%	0	0 - 133	$883,610	$0	$0 - $202,238
6 - < 9 months	55	6%	0	0 - 15	$1,324,489	$0	$0 - $708,389
9 - < 12 months	175	18%	0	0 - 66	$4,328,173	$0	$0 - $1,902,845
12 - < 18 months	483	50%	7	0 - 48	$22,652,636	$301,663	$0 - $2,958,826
18 - < 27 months	18	2%	0	0 - 7	$1,157,753	$0	$0 - $641,801
Total	965	100%	15	0 - 151	$30,346,661	$426,784	$0 - $3,228,058

[1]May include carryover money from previous years.

Note: Blank entries were converted to zeros if some, but not all, entries within each column were blank.

Source: Item 7a (Other Discretionary), 1989-91 Biennial Performance Report - Governor's Program

Table 12. Number of **High-Risk Youth Awards** and the Amount of Funds Awarded in **1990-91**, by Size of Award

Size of Award	Awards to High-Risk Youth Programs (n = 50)						
	Number of Awards				Amount Awarded[1]		
	Total	Percent	State Median	State Range	Total	State Median	State Range
Less than $2,499	66	5%	0	0 - 51	$117,882	$0	$0 - $92,141
$2,500 - $4,999	65	5%	0	0 - 37	$241,301	$0	$0 - $131,158
$5,000 - $9,999	157	11%	1	0 - 33	$1,061,169	$6,250	$0 - $186,109
$10,000 - $24,999	390	27%	6	0 - 42	$6,426,877	$92,731	$0 - $941,070
$25,000 - $49,999	422	30%	6	0 - 54	$14,330,858	$184,150	$0 - $1,402,338
$50,000 - $74,999	180	13%	1	0 - 40	$10,264,475	$60,000	$0 - $2,319,000
$75,000 - $99,999	43	3%	0	0 - 8	$3,698,133	$0	$0 - $735,626
More than $100,000	105	7%	0	0 - 17	$25,044,602	$0	$0 - $8,916,741
Total	1,428	100%	23	0 - 102	$61,185,297	$669,299	$0 - $10,458,207

[1]May include carryover money from previous years.
Note: Blank entries were converted to zeros if some, but not all, entries within each column were blank.
Source: Item 7b (High-Risk Youth), 1989-91 Biennial Performance Report - Governor's Program

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Table 13. Number of Other Discretionary Awards and the Amount of Funds Awarded in 1990-91, by Size of Award

Size of Award	Awards to Other Discretionary Programs (n = 47)						
	Number of Awards				Amount Awarded[1]		
	Total	Percent	State Median	State Range	Total	State Median	State Range
Less than $2,499	248	26%	0	0 - 133	$231,134	$0	$0 - $118,500
$2,500 - $4,999	82	8%	0	0 - 14	$289,204	$0	$0 - $41,885
$5,000 - $9,999	104	11%	1	0 - 11	$680,305	$7,078	$0 - $65,082
$10,000 - $24,999	257	27%	3	0 - 37	$4,316,572	$54,000	$0 - $472,000
$25,000 - $49,999	124	13%	2	0 - 14	$3,969,284	$68,815	$0 - $469,008
$50,000 - $74,999	58	6%	1	0 - 11	$3,380,447	$50,000	$0 - $693,132
$75,000 - $99,999	27	3%	0	0 - 8	$5,348,057	$0	$0 - $2,643,124
More than $100,000	65	7%	0	0 - 10	$12,131,658	$0	$0 - $1,772,153
Total	965	100%	15	0 - 151	$30,346,661	$426,784	$0 - $3,228,058

[1]May include carryover money from previous years.
Note: Blank entries were converted to zeros if some, but not all, entries within each column were blank.
Source: Item 7b (Other Discretionary), 1989-91 Biennial Performance Report - Governor's Program

Table 14. Percentage of Prevention Services Delivered by Award Recipients in Various Service Delivery Contexts

Service Delivery Context	7/1/89 - 6/30/90 (n = 49)		7/1/90 - 6/30/91 (n = 49)	
	State Average	State Range	State Average	State Range
Elementary/secondary schools	44%	0% - 100%	45%	0% - 100%
2-year and 4-year colleges	3%	0% - 20%	2%	0% - 20%
Community	53%	0% - 100%	53%	0% - 100%

Note: Blank entries were converted to zeros if some, but not all, entries within each time period were blank.
Source: Item 8, 1989-91 Biennial Performance Report - Governor's Program

Table 15. Number of Award Recipients in Each of Two Award Categories That Provided Services in 1989-90, by Type of Service Provided

Type of Service	7/1/89 - 6/30/90							
	Awards for High Risk Youth Programs				Awards for Other Discretionary Programs			
	Total	State Average	State Range	n	Total	State Average	State Range	n
Counselor training	162	5	0 - 32	30	85	3	0 - 22	31
Teacher and other staff training (not counselor)	270	8	0 - 65	35	117	4	0 - 24	32
Student instruction	313	8	0 - 54	39	160	5	0 - 25	34
Curriculum development or acquisition	179	6	0 - 65	31	65	2	0 - 11	27
Student assistance programs (includes counseling, mentoring, and identification and referral)	522	13	0 - 65	41	124	4	0 - 21	31
Services for out-of-school youth	316	9	0 - 42	35	78	3	0 - 24	29
Parent/community involvement	545	14	0 - 65	40	355	9	0 - 50	38
Alternative education programs	197	6	0 - 32	36	106	4	0 - 51	29
Prevalence surveys	73	3	0 - 20	25	42	2	0 - 11	26
Media activities	159	6	0 - 33	29	126	4	0 - 19	34
Coordination with law enforcement	252	8	0 - 65	30	94	3	0 - 11	30
Special (one-time) events	241	8	0 - 65	32	125	4	0 - 19	34

Note 1: Not all states maintained data in this format.
Note 2: Awards may be represented in more than one service category.
Source: Item 9a, 1989-91 Biennial Performance Report - Governor's Program

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Table 16. Number of Award Recipients in Each of Two Award Categories That Provided Services in 1990-91, by Type of Service Provided

Type of Service	7/1/90 - 6/30/91							
	Awards for High Risk Youth Programs				Awards for Other Discretionary Programs			
	Total	State Average	State Range	n	Total	State Average	State Range	n
Counselor training	161	5	0 - 31	32	96	3	0 - 20	33
Teacher and other staff training (not counselor)	314	9	0 - 65	37	175	5	0 - 25	36
Student instruction	396	10	0 - 55	40	224	6	0 - 33	36
Curriculum development or acquisition	219	7	0 - 65	32	116	4	0 - 26	29
Student assistance programs (includes counseling, mentoring, and identification and referral)	576	13	0 - 65	43	168	5	0 - 22	34
Services for out-of-school youth	367	10	0 - 53	37	123	4	0 - 26	32
Parent/community involvement	640	15	0 - 69	42	426	10	0 - 43	42
Alternative education programs	192	5	0 - 24	38	91	3	0 - 33	31
Prevalence surveys	76	3	0 - 20	26	45	2	0 - 18	30
Media activities	180	6	0 - 43	33	137	4	0 - 18	36
Coordination with law enforcement	272	8	0 - 65	34	126	4	0 - 20	31
Special (one-time) events	266	8	0 - 65	33	184	5	0 - 36	34

Note 1: Not all states maintained data in this format.
Note 2: Awards may be represented in more than one service category.
Source: Item 9a, 1989-91 Biennial Performance Report - Governor's Program

Table 17. For Award Recipients Primarily Serving High-Risk Youth, Amount Awarded for the Three Most Frequently Provided Services

7/1/89 - 6/30/90					7/1/90 - 6/30/91				
Service	Amount Awarded				Service	Amount Awarded			
	Total	State Average	State Range	n		Total	State Average	State Range	n
Parent/community involvement	$9,485,445	$379,418	$7,073 - $2,557,574	25	Parent/community involvement	$10,596,829	$529,842	$47,295 - $4,139,207	20
Student assistance programs	$5,957,450	$259,020	$10,000 - $2,054,160	23	Student assistance programs	$5,294,297	$264,715	$18,000 - $1,294,257	20
Services for out-of-school youth	$2,866,241	$286,624	$13,188 - $1,484,979	10	Student instruction	$3,780,753	$270,054	$25,000 - $1,009,798	14

Source: Item 9b, 1989-91 Biennial Performance Report - Governor's Program

Table 18. Number of Award Recipients in Each of Two Award Categories That Provided Services in 1989-90, by Target Population

Target Population	7/1/89 - 6/30/90							
	Awards for High Risk Youth Programs				Awards for Other Discretionary Programs			
	Total	State Average	State Range	n	Total	State Average	State Range	n
[1]Students at high risk for alcohol and other drug use (as defined in DFSCA):								
Dropouts	312	10	0 - 51	32	43	2	0 - 8	21
Students experiencing academic failure	489	13	0 - 66	37	65	3	0 - 12	19
Economically disadvantaged students	659	16	0 - 85	42	108	4	0 - 18	25
Children of alcoholics/children of drug abusers	587	15	0 - 77	38	94	4	0 - 20	23
Pregnant students	323	11	0 - 65	29	32	2	0 - 7	18
Abused or neglected students	434	14	0 - 65	32	48	3	0 - 10	19
Students who have committed violent or delinquent acts	395	11	0 - 65	35	43	2	0 - 8	21
Students with emotional problems	426	13	0 - 65	34	50	2	0 - 10	21

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Table 18. (continued)

Target Population	7/1/89 - 6/30/90							
	Awards for High Risk Youth Programs				Awards for Other Discretionary Programs			
	Total	State Average	State Range	n	Total	State Average	State Range	n
Children or youth who have attempted suicide	305	11	0 - 65	29	32	2	0 - 6	18
Physically disabled or chronicaly ill children or youth	143	6	0 - 32	24	19	1	0 - 7	14
Juveniles in detention facilities	56	2	0 - 14	23	19	1	0 - 7	19
Students in general	342	11	0 - 112	31	311	8	0 - 41	37
Latchkey children	104	4	0 - 27	27	35	2	0 - 10	16
Student athletes	79	3	0 - 23	23	45	2	0 - 11	19
Homeless and/or runaway youth	131	5	0 - 65	24	17	1	0 - 6	17
Parents	374	12	0 - 65	31	165	5	0 - 24	31
Counselors	187	7	0 - 32	27	84	4	0 - 22	21
Teachers and other school staff (not counselors)	302	9	0 - 65	32	128	5	0 - 24	27
Community groups/organizations	402	13	0 - 98	30	270	8	0 - 43	34
Law enforcement agencies	114	5	0 - 21	25	70	3	0 - 11	28

[1]Responses given on illegitimate rows of the table were excluded from analysis and therefore the number of awards for each high-risk youth category may be underrepresented.

Note: Awards may be represented in more than one target population category.

Source: Item 10a, 1989-91 Biennial Performance Reports

Table 19. Number of Award Recipients in Each of the Two Award Categories That Provided Services in 1990-91, by Target Population

Target Populations	7/1/90 - 6/30/91							
	Awards for High Risk Youth Programs				Awards for Other Discretionary Programs			
	Total	State Average	State Range	n	Total	State Average	State Range	n
[1]Students at high risk for alcohol and other drug use (as defined in DFSCA):								
Dropouts	347	9	0 - 45	37	61	2	0 - 11	26
Students experiencing academic failure	520	13	0 - 65	41	102	4	0 - 16	24
Economically disadvantaged students	701	16	0 - 73	43	153	6	0 - 20	25
Children of alcoholics/children of drug abusers	594	15	0 - 71	40	113	4	0 - 23	26
Pregnant students	331	9	0 - 65	36	46	2	0 - 9	22
Abused or neglected students	447	14	0 - 65	33	57	3	0 - 12	22
Students who have committed violent or delinquent acts	426	11	0 - 65	39	62	3	0 - 12	24
Students with emotional problems	440	13	0 - 65	35	58	3	0 - 11	20

(Continued)

Table 19. (continued)

Target Populations	7/1/90 - 6/30/91							
	Awards for High Risk Youth Programs				Awards for Other Discretionary Programs			
	Total	State Average	State Range	n	Total	State Average	State Range	n
Children or youth who have attempted suicide	332	10	0 - 65'	33	52	2	0 - 11	21
Physically disabled or chronically ill children or youth	160	6	0 - 36	29	44	3	0 - 18	17
Juveniles in detention facilities	140	4	0 - 31	33	21	1	0 - 8	20
Students in general	450	14	0 - 102	33	418	12	0 - 71	35
Latchkey children	134	5	0 - 32	29	46	2	0 - 12	19
Student athletes	80	3	0 - 21	24	38	2	0 - 11	21
Homeless and/or runaway youth	138	5	0 - 65	27	17	1	0 - 4	18
Parents	410	12	0 - 65	33	229	7	0 - 43	32
Counselors	178	6	0 - 31	28	88	4	0 - 20	24
Teachers and other school staff (not counslors)	289	9	0 - 65	33	144	4	0 - 20	33
Community groups/organizations	438	14	0 - 96	32	366	10	0 - 43	36
Law enforcement agencies	120	5	0 - 25	26	73	3	0 - 11	26

[1] Responses given on illegitimate rows of the table were excluded from analysis and therefore the number of awards for each high-risk youth category may be underrepresented.

Note: Awards may be represented in more than one target population category.

Source: Item 10a, 1989-91 Biennial Performance Report - Governor's Program

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Table 20. Number of States Indicating That **State-Level Evaluation Activities** Were Completed, In Progress, or Planned by, or for, the Governor's Office, During 1989-91

Type of Activity	Completed (n = 44)		In Progress (n = 44)		Planned (n = 44)	
	Number of States	Percent of Respondents	Number of States	Percent of Respondents	Number of States	Percent of Respondents
Description or assessment of Governor's DFSCA program prevention activities	26	59%	11	25%	10	23%
Statewide surveys of youth on:						
Knowledge of alcohol and other drugs	19	43%	4	9%	7	16%
Attitudes on alcohol and other drugs	24	55%	5	11%	10	23%
Use of alcohol and other drugs	26	59%	6	14%	11	25%
Collection and analysis of other indicators/measures of problems associated with alcohol and other drugs	19	43%	9	21%	15	34%
Assessment of effectiveness of GAR program models or strategies	14	32%	13	30%	17	39%

Source: Item 11a, 1989-91 Biennial Performance Report - Governor's Program

Table 21. Number of Award Recipients That Completed, Were Conducting, or Were Planning **Local Evaluation Activities** During 1989-91

Type of Activity	Completed				In Progress				Planned			
	Total	State Median	State Range	n	Total	State Median	State Range	n	Total	State Median	State Range	n
Description of GAR prevention activities	1,405	22	0 - 241	32	62	1	0 - 27	18	223	2	0 - 111	19
Local surveys of youth on:												
Knowledge of alcohol and other drugs	443	3	0 - 243	24	49	1	0 - 20	18	59	1	0 - 29	19
Attitudes on alcohol and other drugs	452	2	0 - 243	25	61	1	0 - 30	19	62	1	0 - 29	18
Use of alcohol and other drugs	437	2	0 - 243	26	75	1	0 - 40	19	30	1	0 - 8	18
Collection and analysis of other indicators/measures of problems associated with alcohol and other drugs	187	2	0 - 28	27	104	1	0 - 35	19	37	1	0 - 14	17
Assessment of effectiveness of GAR program models or strategies	845	7	0 - 241	29	278	9	0 - 67	20	343	2	0 - 111	22

Source: Item 12, 1989-91 Biennial Performance Report - Governor's Program

Table 22. Number of LEAs That Were Awarded Funds Through the DFSCA Emergency Grants Program During 1990-91

	Number of LEAs Awarded Funds
Total	391
State Average	10
State Median	7
State Range	0 - 92
n	39

Source: Item 14, 1989-1991 Biennial Performance Report - Governor's Program

Table 23. Number of Emergency Grant Awards Made to LEAs, by Enrollment and Size of Award

Enrollment	Size of Award (n = 39)								Total
	Less than $2,499	$2,500-$4,999	$5,000-$9,999	$10,000-$24,999	$25,000-$49,999	$50,000-$74,999	$75,000-$99,000	$100,000 or more	
	Total (State Range)	Total (State Range)	Total (State Range)	Total (State Range)	Total (State Range)	Total (State Range)	Total (State Range)	Total (State Range)	Total (State Range)
0-999	68 (0 - 60)	25 (0 - 13)	18 (0 - 7)	14 (0 - 6)	15 (0 - 11)	2 (0 - 1)	1 (0 - 1)	0	143 (0 - 73)
1,000-4,999	9 (0 - 4)	7 (0 - 4)	22 (0 - 9)	27 (0 - 6)	21 (0 - 6)	12 (0 - 6)	1 (0 - 1)	17 (0 - 6)	116 (0 - 18)
5,000 or more	0	4 (0 - 4)	5 (0 - 2)	18 (0 - 6)	27 (0 - 7)	27 (0 - 5)	12 (0 - 4)	39 (0 - 8)	132 (0 - 15)
Total	77 (0 - 64)	36 (0 - 17)	45 (0 - 13)	59 (0 - 13)	63 (0 - 11)	41 (0 - 6)	14 (0 - 4)	56 (0 - 8)	391 (0 - 92)

Note: Blank entries were converted to zeros if some, but not all, entries for this item were blank.
Source: Item 15, 1989-91 Biennial Performance Report - Governor's Program

Table 24. Number of LEAs That Provided Services with DFSCA Emergency Grant Funds and Amount Awarded, by Type of Service

Type of Service	Number of LEAs (n = 35)			Total Amount Awarded (n = 35)		
	Total	State Median	State Range	Total	State Median	State Range
Teachers/staff training	178	2	0 - 53	$1,820,515	$13,279	$0 - 231,331
Student instruction	168	2	0 - 49	$2,384,220	$28,924	$0 - 274,029
Curriculum development or acquisition	91	1	0 - 20	$1,086,431	$3,237	$0 - 200,000
Student assistance programs (includes counseling, mentoring, and identification and referral)	114	3	0 - 12	$2,335,227	$34,795	$0 - 647,364
Alternative education programs	45	1	0 - 7	$1,409,883	$0	$0 - 274,029
Parent education/involvement	101	1	0 - 21	$1,934,247	$11,871	$0 - 322,231
After school recreation activities	103	0	0 - 77	$1,001,429	$0	$0 - 274,029
Community service projects	28	0	0 - 10	$730,971	$0	$0 - 200,000
Services for out-of-school youth	5	0	0 - 1	$171,105	$0	$0 - 124,480
Special (one-time) events	49	0	0 - 28	$320,626	$0	$0 - 124,480

Note 1: LEAs may be represented in more than one service category.
Note 2: Blank entries were converted to zeros if some, but not all, entries within each column were blank.
Source: Item 17, 1989-91 Biennial Performance Report - Governor's Program

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Table 25. Number of LEAs Funded Singly That Provided Services with DFSCA Emergency Grant Funds in 1990-91, by Target Population

Target Population	Number of LEAs Funded Singly (n = 36)		
	Total	State Median	State Range
Students in general	134	3	0 - 17
Students at high risk for drug and alcohol use as defined in DFSCA Section 5122(b)(2)	173	3	0 - 13
Latchkey children	8	0	0 - 2
Student athletes	5	0	0 - 2
Out-of-school youth	6	0	0 - 2
Parents	91	2	0 - 8
Teachers and other school staff (not including counselors)	123	2	0 - 17
Counselors	57	0	0 - 17
Community groups/organizations	49	1	0 - 7
Law enforcement agencies	11	0	0 - 3
Other	19	0	0 - 7

Note 1: States reported that not all LEAs could be classified by population targeted. LEAs may also be classified into more than one population category.

Note 2: Blank entries were converted to zeros if some, but not all entries within each column were blank.

Source: Item 18a, 1989-91 Biennial Performance Report - Governor's Program

Table 26. Amount Awarded to LEAs That Received DFSCA Emergency Grant Funds for the Three Most Frequently Targeted Populations

Target Population	Amount Awarded			
	Total	State Average	State Range	n
Students at high risk for drug and alcohol use as defined in DFSCA section 5122(b)(2)	$3,796,738	$210,930	$11,100 - $932,532	18
Students in general	$1,876,086	$134,006	$4,674 - $533,333	14
Teachers and other school staff (not including counselors)	$1,441,268	$120,106	$4,200 - $533,333	12

Source: Item 18b, 1989-91 Biennial Performance Report - Governor's Program

Governors' DFSCA Programs

State-by-State Tabulations

Table 1. Number of Individuals Who Received Services Funded Under DFSCA Part B (Governor's) in 1989-90 and 1990-91, by State

State	7/1/89 - 6/30/90	7/1/90 - 6/30/91
Alabama	119,359	132,862
Alaska	11,108	32,818
Arizona	24,080	63,095
Arkansas	190,770	173,859
California	6,495,703	1,096,501
Colorado	38,846	6,449
Connecticut	16,010	812,350
Delaware	9,074	11,752
Florida	3,942,797	7,551,345
Georgia	30,871	52,404
Hawaii	5,984	19,530
Idaho	36,632	16,886
Illinois	180,859	364,061
Indiana	42,134	64,247
Iowa	47,743	48,028
Kansas	85,732	105,319
Kentucky	66,668	66,632
Louisiana		
Maine	125	4,250
Maryland	122,999	188,918
Massachusetts	47,602	62,752
Minnesota	21,314	23,094
Mississippi	632,480	463,412
Missouri	5,045	25,994
Montana	6,317	15,568
Nebraska	92,386	56,833
Nevada	51,850	54,862
New Hampshire	3,721	7,530
New Jersey	10,569	9,729
New Mexico	1,152,729	762,837
New York	148,144	214,387
North Carolina	23,850	24,500

North Dakota	10,129	35,667
Ohio	77,514	194,572
Oklahoma	134,738	263,014
Pennsylvania	920	921
Rhode Island	5,929	6,208
South Carolina	506,254	704,336
South Dakota	16,510	34,981
Texas	504,571	832,664
Utah	27,655	55,729
Vermont	9,311	59,899
Virginia	22,830	34,818
Washington	37,957	167,978
Wisconsin	21,258	110,131
Wyoming	21,418	44,252
American Samoa	2,187	2,462
Northern Mariana Islands	7,299	8,042
Puerto Rico	90	4,548
Virgin Islands	2,764	14,974
TOTAL	15,072,835	15,108,000

Note: Blanks indicate non-response.
Source: Item 1, 1989-91 State Biennial Performance Report - Governor's Program

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Table 2. Number of Awards and Total Amount of Funds Awarded During 7/1/89-6/30/90, by Type of Program and State

State	High-Risk Youth		Other Discretionary	
	Number of Awards	Amount Awarded	Number of Awards	Amount Awarded
Alabama	78	$914,906	11	$531,172
Alaska	14	$247,858	3	$185,000
Arizona	6	$847,223	59	$649,332
Arkansas	27	$423,329	15	$391,986
California	58	$6,970,000	57	$2,032,000
Colorado	39	$599,633	6	$28,721
Connecticut	29	$608,652	1	$200,000
Delaware	38	$357,799	2	$59,097
Florida	42	$2,296,216	13	$1,267,732
Georgia	112	$846,391	4	$467,000
Hawaii	5	$435,730	2	$7,000
Idaho	21	$303,695	23	$149,852
Illinois	41	$1,552,300	1	$2,361,876
Indiana	32	$2,557,574	2	$261,728
Iowa	16	$476,595	24	$481,424
Kansas	2	$648,341	24	$315,672
Kentucky	37	$727,900	35	$620,095
Louisiana	40	$983,772	6	$533,098
Maine	1	$44,773	1	$200,000
Maryland	13	$947,962	8	$383,806
Massachusetts	33	$852,517	16	$809,890
Minnesota	40	$913,130	20	$470,161
Mississippi	14	$673,121	8	$357,702
Missouri	20	$90,406	9	$634,417
Montana	4	$158,621	10	$249,376
Nebraska	3	$431,738	48	$112,000
Nevada	17	$313,356	15	$116,626
New Hampshire				
New Jersey	65	$2,967,461		
New Mexico	16	$287,089	10	$365,251
New York	39	$2,319,417	29	$1,483,345

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North Carolina	48	$1,457,436	13	$629,789
North Dakota	17	$372,774	7	$136,310
Ohio	23	$2,388,617	4	$349,000
Oklahoma	21	$550,000	11	$537,145
Pennsylvania	58	$3,645,377	41	$777,878
Rhode Island	12	$214,900	2	$209,000
South Carolina	19	$510,225	60	$665,466
South Dakota	9	$121,311	19	$249,106
Texas	56	$3,060,131	26	$2,620,011
Utah	11	$399,930	20	$423,695
Vermont	5	$268,000	6	$139,500
Virginia	40	$900,004	23	$817,549
Washington	7	$885,788	5	$420,223
Wisconsin	36	$1,334,997	5	$308,820
Wyoming	13	$232,756	24	$209,826
American Samoa	6	$78,671	1	$52,409
Northern Mariana Islands	0	$0	0	$0
Puerto Rico	1	$240,000		
Virgin Islands	2	$24,000	1	$10,000
TOTAL	1,286	$48,482,422	730	$24,281,086

Note: Blanks indicate non-response.
Source: Item 6a, 1989-91 Biennial Performance Report - Governor's Program

Table 3. Number of Awards and Total Amount of Funds Awarded During 7/1/90-6/30/91, by Type of Program and State

State	High-Risk Youth		Other Discretionary	
	Number of Awards	Amount Awarded	Number of Awards	Amount Awarded
Alabama	68	$1,194,428	7	$315,000
Alaska	12	$320,078	5	$145,000
Arizona	7	$1,002,177	34	$426,784
Arkansas	28	$458,732	18	$466,703
California	78	$10,458,207	67	$2,069,698
Colorado	33	$643,072	18	$363,717
Connecticut	31	$770,674	2	$632,500
Delaware	22	$366,297	27	$172,110
Florida	59	$3,226,000	14	$1,393,171
Georgia	102	$1,312,597		
Hawaii	3	$438,929	2	$33,000
Idaho	30	$367,968	20	$177,290
Illinois	32	$1,833,556	1	$2,643,124
Indiana	29	$1,563,984	2	$493,104
Iowa	17	$644,861	26	$458,160
Kansas	2	$648,341	15	$265,414
Kentucky	28	$891,346	28	$576,713
Louisiana	37	$1,005,518	17	$861,900
Maine	2	$253,916	2	$188,949
Maryland	19	$921,744	9	$830,683
Massachusetts	29	$755,680	14	$620,000
Minnesota	30	$889,044	151	$729,463
Mississippi	21	$759,244	22	$787,941
Missouri	51	$690,256	14	$1,137,454
Montana	3	$140,140	12	$301,663
Nebraska	4	$501,738	51	$128,855
Nevada	15	$457,701	15	$122,335
New Hampshire	32	$246,190	18	$229,686
New Jersey	65	$3,454,820		
New Mexico	15	$442,570	11	$198,725
New York	37	$3,030,063	35	$2,351,091

North Carolina	47	$1,589,804	16	$832,867
North Dakota	14	$413,894	6	$143,047
Ohio	76	$4,113,874	25	$1,932,501
Oklahoma	24	$696,918	21	$593,369
Pennsylvania	59	$3,936,019	17	$1,166,161
Rhode Island	12	$237,000	4	$223,800
South Carolina	21	$636,075	49	$704,536
South Dakota	14	$317,046	12	$202,621
Texas	62	$4,356,225	52	$3,228,058
Utah	8	$584,225	14	$326,096
Vermont	6	$264,500	7	$169,000
Virginia	15	$401,290	9	$101,693
Washington	27	$993,809	30	$642,492
Wisconsin	79	$1,191,861	15	$716,625
Wyoming	13	$200,421	18	$198,562
American Samoa	5	$93,000	13	$45,000
Northern Mariana Islands	0	$0	0	$0
Puerto Rico	3	$1,444,799		
Virgin Islands	2	$24,666	0	$0
TOTAL	1,428	$61,185,297	965	$30,346,661

Note: Blanks indicate non-response.
Source: Item 7a, 1989-91 Biennial Performance Report - Governor's Program

Table 4. Number of Emergency Grant Awards Made to LEAs During the Period 7/1/90-6/30/91, by Enrollment Range and State

State	Enrollment Range			
	0 - 999	1,000 - 4,999	5,000 +	Total
Alabama		3	3	6
Alaska				
Arizona	3	5	5	13
Arkansas	7	5	2	14
California		6		6
Colorado	11	1		12
Connecticut	0	4	7	11
Delaware	1			1
Florida			12	12
Georgia		4	2	6
Hawaii				
Idaho	10	7	0	17
Illinois				
Indiana		6	3	9
Iowa	73	18	1	92
Kansas	0	0	0	0
Kentucky	3	13	5	21
Louisiana			3	3
Maine	1	3	0	4
Maryland		5	15	20
Massachusetts			10	10
Minnesota			2	2
Mississippi		1	2	3
Missouri				
Montana	5			5
Nebraska	11	3	1	15
Nevada	4			4
New Hampshire	2	6	2	10
New Jersey		2	5	7
New Mexico			5	5
New York			12	12

North Carolina		13		13
North Dakota	4			4
Ohio				
Oklahoma	5	1	9	15
Pennsylvania			7	7
Rhode Island	1			1
South Carolina		2	6	8
South Dakota	2	3		5
Texas		5	7	12
Utah			3	3
Vermont				
Virginia				
Washington				
Wisconsin				
Wyoming			3	3
American Samoa				0
Northern Mariana Islands	0	0	0	0
Puerto Rico				
Virgin Islands				
Total	143	116	132	391

Note: Blanks indicate non-response.
Source: Item 15a, 1989-91 Biennial Performance Report - Governor's Program

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Appendix E

Tabulations of State Education Agency Data

Table 1. Number of States Which Conducted a Statewide Prevalence Survey of Alcohol and Other Drug Use Among Elementary and Secondary School Students During 7/1/89 - 6/30/91, During a Prior Time Period, or Not At All

Have Conducted a Survey	Number	Percent
Conducted a statewide survey during 7/1/89 - 6/30/91	49	87%
Have not conducted a statewide survey during 7/1/89 - 6/30/91, but have conducted a survey during a different period	5[1]	9%
Never conducted a statewide survey	2	4%
Total	56	100%

Source: Item 1, 1989-91 Biennial Performance Reports - State and Local Programs

[1] One state did not conduct a state-wide survey until after the said time period, while the other four conducted one during a prior period.

Revised 2/18/94

Table 2. Percentage of Students Reported to Have Ever Used **Alcohol**, Based on the Most Current Statewide Survey, by Grade

Grade	Alcohol (Ever Used)			
	Average Percent	Median Percent	State Range	n
K-3	0%	0%	_____	1
4	24%	29%	5% - 36%	6
5	20%	17%	3% - 43%	12
6	32%	32%	8% - 57%	26
7	34%	32%	8% - 69%	26
8	47%	50%	6% - 80%	38
9	55%	59%	18% - 81%	32
10	64%	71%	22% - 87%	39
11	66%	73%	16% - 90%	30
12	75%	83%	22% - 94%	44

Note: Not all states which conducted a survey collected the data in this format, for these grades, or for this substance.
Source: Item 2, 1989-91 Biennial Performance Report - State and Local Programs

Table 3. Percentage of Students Reported to Have Ever Used **Tobacco**, Based on the Most Current Statewide Survey, by Grade

Grade	Tobacco (Ever Used)			
	Average Percent	Median Percent	State Range	n
K-3	0%	0%	———	1
4	9%	10%	2% - 13%	6
5	11%	10%	2% - 23%	12
6	18%	15%	3% - 35%	24
7	22%	21%	2% - 43%	25
8	31%	31%	2% - 56%	36
9	38%	37%	3% - 74%	31
10	43%	46%	2% - 79%	38
11	42%	38%	2% - 74%	29
12	49%	52%	3% - 78%	43

Note: Not all states which conducted a survey collected the data in this format, for these grades, or for this substance.
Source: Item 2, 1989-91 Biennial Performance Report - State and Local Programs

Table 4. Percentage of Students Reported to Have Ever Used **Cocaine**, Based on the Most Current Statewide Survey, by Grade

Grade	Cocaine (Ever Used)			
	Average Percent	Median Percent	State Range	n
K-3	0%	0%	———	1
4	0%	0%	———	2
5	< 1%	0%	0% - 1%	6
6	1%	1%	0% - 2%	22
7	1%	1%	0% - 4%	25
8	2%	2%	0% - 5%	37
9	3%	3%	1% - 6%	31
10	4%	4%	0% - 8%	38
11	5%	5%	1% - 10%	30
12	7%	7%	1% - 16%	43

Note: Not all states which conducted a survey collected the data in this format, for these grades, or for this substance.
Source: Item 2, 1989-91 Biennial Performance Report - State and Local Programs

Table 5. Percentage of Students Reported to Have Ever Used **Crack**, Based on the Most Current Statewide Survey, by Grade

Grade	Crack (Ever Used)			
	Average Percent	Median Percent	State Range	n
K-3	0%	0%	———	1
4	0%	0%	———	2
5	< 1%	0%	0% - 1%	3
6	1%	1%	0% - 2%	13
7	1%	1%	0% - 4%	11
8	2%	2%	0% - 5%	19
9	2%	2%	0% - 5%	17
10	3%	3%	0% - 7%	23
11	3%	2%	0% - 6%	15
12	4%	3%	0% - 8%	26

Note: Not all states which conducted a survey collected the data in this format, for these grades, or for this substance.
Source: Item 2, 1989-91 Biennial Performance Report - State and Local Programs

Table 6. Percentage of Students Reported to Have Ever Used **Inhalants**, Based on the Most Current Statewide Survey, by Grade

Grade	Inhalants (Ever Used)			
	Average Percent	Median Percent	Range	n
K-3	0%	0%	———	1
4	8%	10%	0% - 13%	4
5	5%	7%	0% - 10%	7
6	7%	6%	0% - 24%	21
7	7%	5%	1% - 25%	22
8	10%	9%	1% - 25%	33
9	9%	8%	1% - 26%	24
10	11%	9%	1% - 24%	30
11	9%	6%	1% - 22%	22
12	10%	11%	1% - 24%	35

Note: Not all states which conducted a survey collected the data in this format, for these grades, or for this substance.
Source: Item 2, 1989-91 Biennial Performance Report - State and Local Programs

Table 7. Percentage of Students Reported to Have Ever Used **Amphetamines**, Based on the Most Current Statewide Survey, by Grade

Grade	Amphetamines (Ever Used)			
	Average Percent	Median Percent	State Range	n
K-3	0%	0%	———	1
4	1%	1%	0% - 1%	2
5	1%	1%	0% - 1%	5
6	2%	1%	0% - 3%	18
7	3%	2%	1% - 15%	20
8	6%	5%	1% - 15%	29
9	8%	8%	1% - 17%	23
10	11%	11%	2% - 23%	29
11	10%	8%	2% - 22%	21
12	13%	15%	2% - 29%	33

Note: Not all states which conducted a survey collected the data in this format, for these grades, or for this substance.
Source: Item 2, 1989-91 Biennial Performance Report - State and Local Programs

Table 8. Percentage of Students Reported to Have Ever Used **Marijuana**, Based on the Most Current Statewide Survey, by Grade

Grade	Marijuana (Ever Used)			
	Average Percent	Median Percent	State Range	n
K-3	1%	1%	0% - 2%	2
4	2%	2%	1% - 2%	5
5	2%	2%	0% - 10%	12
6	3%	3%	1% - 11%	25
7	8%	5%	1% - 77%	26
8	10%	9%	2% - 26%	38
9	16%	16%	2% - 39%	32
10	20%	22%	1% - 46%	40
11	22%	20%	0% - 51%	31
12	29%	32%	4% - 59%	45

Note: Not all states which conducted a survey collected the data in this format, for these grades, or for this substance.
Source: Item 2, 1989-91 Biennial Performance Report - State and Local Programs

Table 9. Percentage of Students Reported to Have Ever Used **Steroids**, Based on the Most Current Statewide Survey, by Grade

Grade	Steroids (Ever Used)			
	Average Percent	Median Percent	State Range	n
K-3	0%	0%	———	1
4	0%	0%	———	1
5	1%	1%	0% - 1%	2
6	1%	1%	0% - 2%	12
7	2%	2%	0% - 4%	13
8	2%	2%	0% - 4%	18
9	3%	2%	0% - 6%	19
10	3%	3%	0% - 7%	22
11	2%	2%	0% - 4%	17
12	3%	2%	0% - 19%	25

Note: Not all states which conducted a survey collected the data in this format, for these grades, or for this substance.
Source: Item 2, 1989-91 Biennial Performance Report - State and Local Programs

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Table 10. Percentage of Students Reported to Have Ever Used **Prescription Drugs**, Based on the Most Current Statewide Survey, by Grade

Grade	Prescription Drugs (Ever Used)			
	Average Percent	Median Percent	State Range	n
K-3	0%	0%	———	1
4	3%	3%	0% - 6%	2
5	4%	4%	0% - 8%	2
6	5%	7%	0% - 11%	7
7	7%	7%	1% - 15%	4
8	8%	8%	1% - 15%	8
9	9%	10%	1% - 15%	6
10	10%	10%	1% - 23%	9
11	11%	6%	1% - 22%	5
12	11%	11%	1% - 27%	10

Note: Not all states which conducted a survey collected the data in this format, for these grades, or for this substance.
Source: Item 2, 1989-91 Biennial Performance Report - State and Local Programs

Table 11. Number of LEAs in Each Student Enrollment Range

	Student Enrollment Range		
	0 - 999	1,000 - 4,999	5,000 and greater
Total	7,285	5,353	1,764
State average	149	109	33
State median	54	72	23
State range	0 - 790	1 - 429	0 - 289
n	49	49	53

Note: Data may refer to either the 1989-90 or the 1990-91 school years since the question did not specify which year states should provide information for.
Source: Item 5a, 1989-91 Biennial Performance Report - State and Local Programs

Table 12. Percentage of Total LEAs in Each State Which Have Implemented Particular Policy Elements, by Student Enrollment Range

Policy Elements	Student Enrollment Range								
	0 - 999			1,000 - 4,999			5,000 and greater		
	Average Percent	Range	n	Average Percent	Range	n	Average Percent	Range	n
Prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol by students on school premises or as part of school activities	93%	0% - 100%	46	98%	67% - 100%	46	99%	73% - 100%	48
Provide written notification of alcohol other drug use policies to students and parents	91%	1% - 100%	43	92%	14% - 100%	44	95%	2% - 100%	45
Include expulsion as part of a range of sanctions for violations	92%	26% - 100%	36	94%	24% - 100%	38	97%	50% - 100%	40
Require parental notification for student violations of the policy	90%	13% - 100%	33	93%	26% - 100%	34	96%	51% - 100%	36
Require participation in a counseling or treatment program for student violations involving use	57%	0% - 100%	26	62%	0% - 100%	27	70%	0% - 100%	29
Build support for policies by involving parents and other community members in the creation, review, and adoption of policies	78%	0% - 100%	23	78%	0% - 100%	24	83%	7% - 100%	26
Provide different sanctions for violations involving alcohol than for similar violations involving other illegal drugs	39%	0% - 100%	23	37%	0% - 100%	24	45%	0% - 100%	27
Require notification of law enforcement officials for violations of the policy	77%	9% - 100%	29	81%	18% - 100%	32	81%	21% - 100%	34

Source: Item 5, 1989-91 Biennial Performance Report - State and Local Programs

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Table 14. Number of Students Enrolled in Schools That Received Services Funded Under DFSCA Part B, During the School Years 1989-90 and 1990-91

	1989 - 90			1990 - 91		
	Public	Private	Total	Public	Private	Total
Total Number	33,489,558	2,150,833	35,640,391	36,876,093	2,699,177	39,575,270
State average	656,658	59,745	698,831	682,891	65,834	732,875
State median	498,991	19,733	512,276	497,245	25,381	519,811
State range	1,310 - 4,766,890	196 - 522,942	1,506 - 5,289,832	1,470 - 4,949,448	224 - 531,489	1,694 - 5,480,937
n	51	36	51	54	41	54

Note 1: May include duplicate counts of students for certain services.
Note 2: Data for private schools not available for all school districts, therefore, totals are underestimated.
Source: Item 8, 1989-91 Biennial Performance Report - State and Local Programs

Table 13. Number of Students Enrolled in Schools During the 1989-90 and 1990-91 School Years

	1989 - 90 (n = 55)			1990 - 91 (n = 55)		
	Public	Private	Total	Public	Private	Total
Total	40,868,021	4,681,614	45,549,635	41,535,051	4,602,571	46,137,622
State average	743,055	85,120	828,175	755,183	83,683	838,866
State median	562,755	37,019	589,623	574,213	38,252	590,025
State range	2,715 - 4,771,978	814 - 522,942	3,529 - 5,294,920	2,665 - 4,950,474	774 - 531,489	3,439 - 5,481,963

Source: Item 7, 1989-91 Biennial Performance Report - State and Local Programs

Table 15. Number of Students Enrolled in School During the 1989-90 and 1990-91 School Years, by Ethnicity

School Year	Ethnicity				
	American Indian/ Alaskan Native	Asian/Pacific Islander	Black, not of Hispanic origin	Hispanic	White, not of Hispanic origin
1989 - 1990					
Total	367,751	1,131,156	5,462,103	5,209,758	24,208,795
State average	7,824	24,067	116,215	110,846	515,081
State range	0 - 66,615	0 - 495,623	0 - 601,307	0 - 1,574,105	0 - 2,248,833
n	47	47	47	47	47
1990 - 1991					
Total	394,506	1,195,384	5,731,489	5,469,581	24,269,196
State average	8,394	25,434	121,947	116,374	516,366
State range	0 - 70,660	0 - 524,326	0 - 606,205	0 - 1,702,363	0 - 2,259,317
n	47	47	47	47	47

Note 1: Blank entries were converted to zeros if some, but not all, entries for this portion of the item were blank.
Note 2: Data may include public school students only and ethnic categories may not fully represent all students, therefore these totals will underestimate the counts given in Item 7.
Source: Item 9, 1989-91 Biennial Performance Report - State and Local Programs

Revised 8/15/94

Table 16. Number of Students Receiving Services During the 1989-90 and 1990-91 School Years, by Ethnicity

School Year	Ethnicity				
	American Indian/ Alaskan Native	Asian/Pacific Islander	Black, not of Hispanic Origin	Hispanic	White, not of Hispanic Origin
1989 - 1990					
Total	202,009	777,978	2,542,103	2,963,041	12,760,881
State average	6,734	25,933	84,737	98,768	425,363
State range	0 - 40,683	0 - 495,380	0 - 416,503	0 - 1,572,794	0 - 2,245,473
n	30	30	30	30	30
1990 - 1991					
Total	210,814	817,856	2,758,973	3,021,351	12,752,500
State average	7,027	27,262	91,966	100,712	425,083
State range	0 - 40,352	0 - 524,313	0 - 426,348	0 - 1,701,885	0 - 2,258,731
n	30	30	30	30	30

Note 1: Blank entries were converted to zeros if some, but not all, entries for this portion of the item were blank.
Note 2: Data may include public school students only, and ethnic categories may not fully represent all students, therefore these totals will underestimate counts given in Item 8.
Source: Item 9, 1989-91 Biennial Performance Report - State and Local Programs

Table 17. Number of LEAs and Number of Consortia/IEAs Which are Funded Through the DFSCA Part B Program, by Method of Funding and School Year

Method of Funding	School Year							
	1989 - 90 (n = 55)				1990 - 91 (n = 55)			
	Total	Percent	State Average	State Range	Total	Percent	State Average	State Range
LEAs funded singly	8,113	53%	148	1 - 781	8,493	56%	154	1 - 796
LEAs participating through IEAs/consortia	5,589	37%	102	0 - 808	5,707	38%	104	0 - 779
LEAs not participating	1,551	10%	28	0 - 390	984	6%	18	0 - 368
Total LEAs	15,253	100%	277	1 - 1,068	15,184	100%	276	1 - 1,070
Total Consortia/IEAs	537		10	0 - 55	581		11	0 - 55

Note: Blanks were converted to zeros if some, but not all entries for this item were blank.
Source: Item 11, 1989-91 Biennial Performance Report - State and Local Programs

Table 18. Number of LEAs Electing Not to Participate in the DFSCA Part B Program, for the Reason Given, by School Year

Reasons for Not Participating	Number of LEAs							
	School Year 1989 - 90 (n = 33)				School Year 1990 - 91 (n = 29)			
	Total	Percent	State Average	State Range	Total	Percent	State Average	State Range
Amount of LEA allocation too low relative to effort required to complete application	716	73%	22	0 - 376	542	72%	19	0 - 366
LEAs missed SEA deadline for submitting application	74	8%	2	0 - 24	74	10%	3	0 - 37
LEAs not aware of availability of DFSCA Part B funds	7	< 1%	< 1	0 - 5	0	0%	——	——
LEAs historically do not accept any federal funds	46	5%	1	0 - 21	40	5%	1	0 - 13
LEAs ineligible to apply for DFSCA Part B funds	20	2%	< 1	0 - 20	21	3%	< 1	0 - 20
LEAs believe current prevention programming sufficient	47	5%	1	0 - 29	39	5%	1	0 - 18
Other[1]	69	7%	10	1 - 40	33	4%	6	1 - 19
Total	979	100%			749	100%		

[1] Other reasons reported were: administrative changes in the LEAs, no one available to administer the grant, drugs not a problem, and "denial of a problem [with drugs and alcohol in the district]" (n = 7).

Note 1: Blanks were converted to zeros if some, but not all entries for this item were blank.

Note 2: Data were included only if the state had previously indicated in Item 11e that one or more LEAs in that state were not participating in the program. Not all eligible states responded to this item.

Source: Item 12, 1989-91 Biennial Performance Report - State and Local Programs

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Table 19. Number of LEAs and Consortia/IEAs Receiving at Least One Monitoring Visit During School Years 1989-90 and 1990-91

Received a Monitoring Visit	School Year 1989 - 90				School Year 1990 - 91			
	Total	Percent of Total in States	State Average	n	Total	Percent of Total in States	State Average	n
LEAs funded singly	1,713	21%	32	54	2,297	27%	43	54
Consortia/IEAs	173	19%	4	44	238	25%	5	45

Source: Item 13, 1989-91 Biennial Performance Report - State and Local Programs

Table 20. Amount of DFSCA Part B SEA 10 Percent Set-Aside Funds Which are Designated for Particular Activities, by School Year

Activities	School Year 1989 - 90 (n = 49)				School Year 1990 - 91 (n = 49)			
	Total	Percent	State Average	State Range	Total	Percent	State Average	State Range
State-level administration (not including needs assessment and evaluation)	$4,488,721	28%	$91,607	$2,400 - $392,157	$5,632,825	29%	$114,956	$30 - $400,821
Supplemental grant awards to LEAs	$2,840,803	18%	$57,976	$0 - $700,000	$2,515,377	13%	$51,334	$0 - $700,000
Development/purchase of instructional materials	$1,020,631	6%	$20,829	$0 - $150,000	$1,146,633	6%	$23,401	$0 - $230,000
Training and technical assistance	$5,908,673	37%	$120,585	$0 - $776,317	$6,615,536	34%	$135,011	$0 - $1,019,078
Public awareness activities	$296,147	2%	$6,044	$0 - $105,035	$1,321,993	7%	$26,979	$0 - $946,000
Coordination	$410,333	3%	$8,374	$0 - $59,820	$616,664	3%	$12,585	$0 - $118,863
Needs assessment and evaluation	$511,966	3%	$10,448	$0 - $56,041	$680,174	4%	$13,881	$0 - $108,000
Other[1]	$645,125	4%	$32,256	$314 - $167,509	$716,090	4%	$35,805	$2,000 - $155,543
Total SEA 10 percent set-aside	$16,122,399	100%	$329,029	$45,218 - $1,462,811	$19,245,292	100%	$392,761	$46,038 - $1,585,480

[1]Other designations for funds include contracts, carryover money, indirect costs, equipment, salaries and services to out-of-school youth (n = 17).
Note: Amounts may have been applied to more than one activity, therefore the total may be an inflated estimate of the total SEA 10 percent set-aside.
Source: Item 14, 1989-91 Biennial Performance Report - State and Local Programs

Table 21. Number of LEAs Funded Singly and Amount Awarded Through the DFSCA Part B Program During School Year 1989-90, by Type of Service Provided

Type of Service	School Year 1989 - 1990							
	Number of LEAs Funded Singly				Amount Awarded to LEAs Funded Singly			
	Total	State Average	State Range	n	Total	State Average	State Range	n
Teacher/staff training	3,581	94	1 - 966	38	$14,785,885	$448,057	$2,310 - $3,364,011	33
Student instruction	2,741	74	1 - 548	37	$13,447,046	$463,691	$8,063 - $2,900,619	29
Curriculum development or acquisition	3,515	98	1 - 548	36	$21,285,145	$665,161	$1,000 - $2,900,619	32
Student assistance programs (includes counseling, mentoring, and identification and referral)	2,735	76	1 - 795	36	$11,803,273	$368,852	$4,097 - $1,519,848	32
Alternative education programs	970	35	0 - 692	28	$3,743,093	$155,962	$0 - $1,516,016	24
Parent education/involvement	1,418	47	0 - 395	30	$5,335,361	$213,414	$0 - $2,402,278	25
After school recreation activities	459	20	0 - 209	23	$1,809,943	$90,497	$0 - $753,535	20
Community service projects	1,134	44	0 - 395	26	$1,971,578	$82,149	$0 - $548,999	24
Services for out-of-school youth	115	5	0 - 56	24	$307,590	$17,088	$0 - $254,091	18
Special (one-time) events	701	28	0 - 351	25	$1,322,170	$66,109	$0 - $673,706	20
Other[1]	2,544	102	1 - 1,027	25	$5,616,257	$216,010	$600 - $1,619,499	26

[1]Other services provided include prevention for athletes, policy development, student surveys and general administrative services.
Note 1: Not all states maintained data in this format.
Note 2: Counts and amounts funded may be represented in more than one service category.
Source: Item 15 (LEAs funded singly), 1989-91 Biennial Performance Report - State and Local Programs

Table 22. Number of LEAs Funded Singly and Amount Awarded Through the DFSCA Part B Program During School Year 1990-91, by Type of Service Provided

Type of Service	School Year 1990 - 1991							
	Number of LEAs Funded Singly				Amount Awarded to LEA Funded Singly			
	Total	State Average	State Range	n	Total	State Average	State Range	n
Teacher/staff training	4,404	98	1 - 909	45	$20,482,388	$568,955	$8,435 - $2,940,206	36
Student instruction	3,943	92	1 - 581	43	$29,247,609	$886,291	$9,046 - $7,221,830	33
Curriculum development or acquisition	6,446	147	1 - 2,232	44	$27,990,867	$799,739	$4,218 - $3,541,164	35
Student assistance programs (includes counseling, mentoring, and identification and referral)	4,095	100	1 - 711	41	$29,929,398	$906,952	$18,653 - $5,469,433	33
Alternative education programs	900	30	0 - 582	30	$2,462,524	$111,933	$0 - $1,077,357	22
Parent education/involvement	2,311	61	0 - 488	38	$4,855,880	$173,424	$0 - $1,160,321	28
After school recreation activities	1,004	36	0 - 581	28	$3,421,444	$162,926	$0 - $2,201,031	21
Community service projects	1,269	45	0 - 415	28	$4,038,520	$168,272	$0 - $736,158	24
Services for out-of-school youth	156	7	0 - 56	24	$665,590	$36,977	$0 - $289,260	18
Special (one-time) events	672	25	0 - 214	27	$1,957,026	$97,851	$0 - $907,900	20
Other[1]	2,824	94	1 - 739	30	$11,775,265	$436,121	$4,559 - $2,838,493	27

[1]Other services provided include prevention for athletes, policy development, student surveys and general administrative services.
Note 1: Not all states maintained data in this format.
Note 2: Counts and amounts funded may be represented in more than one service category.
Source: Item 15 (LEAs funded singly), 1989-91 Biennial Performance Report - State and Local Programs

Table 23: Number of LEAs Participating Through IEAs/Consortia[1] and Amount Awarded Through the DFSCA Part B Program During School Year 1989-90, by Type of Service Provided

Type of Service	School Year 1989 - 1990							
	Number of LEAs Participating Through IEAs/Consortia				Amount Awarded			
	Total	State Average	State Range	n	Total	State Average	State Range	n
Teacher/staff training	633	23	0 - 381	27	$3,441,322	$156,424	$0 - $1,075,525	22
Student instruction	540	23	0 - 381	24	$3,250,229	$191,190	$0 - $2,075,467	17
Curriculum development or acquisition	614	27	0 - 381	23	$4,481,709	$235,879	$0 - $2,075,467	19
Student assistance programs (includes counseling, mentoring, and identification and referral)	152	7	0 - 32	23	$1,567,055	$82,477	$0 - $588,733	19
Alternative education programs	11	1	0 - 5	15	$22,292	$1,858	$0 - $13,292	12
Parent education/involvement	62	4	0 - 22	17	$107,216	$8,247	$0 - $25,080	13
After school recreation activities	5	< 1	0 - 2	15	$20,188	$1,835	$0 - $8,300	11
Community service projects	59	3	0 - 24	18	$199,429	$14,245	$0 - $107,800	14
Services for out-of-school youth	5	< 1	0 - 4	15	$3,919	$356	$0 - $3,724	11
Special (one-time) events	44	3	0 - 18	16	$87,195	$6,707	$0 - $52,627	13
Other[2]	189	15	1 - 50	13	$1,042,956	$80,227	$820 - $510,196	13

[1] Although the form asked for the number of IEAs/Consortia, many states instead reported the number of LEAs participating through such IEA/Consortia. Data presented are as reported by the states, however the meaning of these responses is unclear.

[2] Other services provided include prevention for athletes, policy development, student surveys and general administrative services.

Note 1: Not all states maintained data in this format.

Note 2: Counts and amounts funded may be represented in more than one service category.

Source: Item 15 (IEAs/Consortia), 1989-91 Biennial Performance Report - State and Local Programs

Table 24. Number of LEAs Participating Through IEAs/Consortia[1] and Amount Awarded Through the DFSCA Part B Program During School Year 1990-91, by Type of Service Provided

Type of Service	School Year 1990 - 1991							
	Number of LEAs Participating Through IEAs/Consortia				Amount Awarded			
	Total	State Average	State Range	n	Total	State Average	State Range	n
Teacher/staff training	682	22	0 - 386	31	$6,069,137	$242,766	$0 - $1,684,400	25
Student instruction	1,096	37	0 - 478	30	$4,410,878	$191,777	$0 - $1,874,525	23
Curriculum development or acquisition	1,111	37	0 - 478	30	$5,618,822	$234,118	$0 - $1,874,525	24
Student assistance programs (includes counseling, mentoring, and identification and referral)	539	19	0 - 349	28	$3,058,866	$139,039	$0 - $1,030,045	22
Alternative education programs	24	1	0 - 7	19	$36,140	$2,259	$0 - $24,045	16
Parent education/involvement	423	18	0 - 287	24	$568,294	$31,572	$0 - $367,365	18
After school recreation activities	485	27	0 - 478	18	$9,861	$759	$0 - $5,756	13
Community service projects	56	3	0 - 22	19	$290,486	$19,366	$0 - $91,156	15
Services for out-of-school youth	3	< 1	0 - 3	16	$1,292	$99	$0 - $1,292	13
Special (one-time) events	66	3	0 - 24	19	$106,801	$7,120	$0 - $57,583	15
Other[2]	206	13	1 - 32	16	$2,291,583	$163,685	$150 - $1,216,496	14

[1]Although the form asked for the number of IEAs/Consortia, many states instead reported the number of LEAs participating through such IEAs/Consortia. Data presented are as reported by the states, however the meaning of these responses is unclear.

[2]Other services provided include prevention for athletes, policy development, student surveys and general administrative services.

Note 1: Not all state maintained data in this format.

Note 2: Counts and amounts funded may be represented in more than one service category.

Source: Item 15 (IEAs/Consortia), 1989-91 Biennial Performance Report - State and Local Programs

Table 25. Number of **LEAs Funded Singly** During the School Years 1989-90 and 1990-91, by Target Population Served

Target Population	LEAs Funded Singly							
	School Year 1989 - 90				School Year 1990 - 91			
	Total	State Average	State Range	n	Total	State Average	State Range	n
Students in general	5,011	117	1 - 473	43	5,798	129	0 - 581	45
Students at high risk for drug and alcohol use as defined in DFSCA Section 5122(b)(2)	1,988	69	0 - 407	29	2,809	91	0 - 581	31
Latchkey children	377	20	0 - 181	19	353	18	0 - 181	20
Student athletes	1,250	50	0 - 407	25	1,412	49	0 - 488	29
Out-of-school youth	127	6	0 - 56	20	185	8	0 - 56	22
Parents	1,267	44	1 - 157	29	1,939	61	1 - 488	32
Teachers and other school staff (not including counselors)	3,451	93	1 - 334	37	4,296	107	1 - 581	40
Counselors	1,657	59	1 - 237	28	2,257	75	1 - 447	30
Community groups/organizations	1,159	41	0 - 206	28	1,412	49	0 - 198	29
Law enforcement agencies	587	27	0 - 128	22	985	41	0 - 360	24

Note 1: Not all states maintained data in this format.
Note 2: Counts may be represented in more than one target population category.
Source: Item 16 (LEAs funded singly), 1989-91 Biennial Performance Report - State and Local Programs

Table 26. Number of LEAs Participating Through **IEAs/Consortia**[1] Funded During the School Years 1989-90 and 1990-91, by Target Population Served

Target Population	Number of LEAs Participating Through IEAs/Consortia							
	School Year 1989 - 90				School Year 1990 - 91			
	Total	State Average	State Range	n	Total	State Average	State Range	n
Students in general	1,342	45	0 - 381	30	2,029	63	0 - 574	32
Students at high risk for drug and alcohol use as defined in DFSCA Section 5122(b)(2)	511	24	0 - 381	21	1,021	44	0 - 478	23
Latchkey children	399	29	0 - 381	14	408	31	0 - 386	13
Student athletes	463	27	0 - 381	17	480	27	0 - 386	18
Out-of-school youth	11	1	0 - 6	13	13	1	0 - 10	12
Parents	459	26	0 - 381	18	802	35	0 - 386	23
Teachers and other school staff (not including counselors)	708	28	0 - 381	25	1,244	43	0 - 478	29
Counselors	510	26	0 - 381	20	791	36	0 - 386	22
Community groups/organizations	551	31	0 - 381	18	662	35	0 - 386	19
Law enforcement agencies	431	29	0 - 381	15	586	37	0 - 386	16

[1]Although the form asked for the number of IEAs/Consortia, many states instead reported the number of LEAs participating through such IEAs/Consortia. Data presented are as reported by the states, however the meaning of these responses is unclear.

Note 1: Not all states maintained data in this format.

Note 2: Counts may be represented in more than one target population category.

Source: Item 16 (IEAs/Consortia), 1989-91 Biennial Performance Report - State and Local Programs

Table 27. Number of States Indicating That **State-Level Evaluation Activities** Were Completed, In Progress, or Planned During the School Years 1989-90 and 1990-91

Type of Evaluation Activity	Completed		In Progress		Planned	
	Number	Percent of States	Number	Percent of States	Number	Percent of States
Description of State-level DFSCA prevention programs	24	44%	16	29%	12	22%
Statewide surveys of youth on:						
Knowledge of alcohol and other drugs	34	62%	5	9%	13	24%
Attitudes on alcohol and other drugs	34	62%	6	11%	16	29%
Use of alcohol and other drugs	44	80%	7	13%	16	29%
Collection and analysis of other indicators/measures of programs associated with alcohol and other drugs	23	42%	17	31%	12	22%
Assessments of effectiveness of SEA program models or strategies	25	46%	15	27%	15	27%
Assessments of effectiveness of LEA program models or strategies	20	36%	18	33%	17	31%

Source: Item 18a, Biennial Performance Report - State and Local Programs

Table 28. Number of LEAs Funded Singly That Completed, Were Conducting, or Were Planning Local Evaluation Activities During the School Years 1989-90 and 1990-91

Type of Evaluation Activity	Number of LEAs Funded Singly											
	Completed				In Progress				Planned			
	Total	State Median	State Range	n	Total	State Median	State Range	n	Total	State Median	State Range	n
Description of LEA prevention activities	4,043	60	1 - 609	34	109	2	0 - 56	7	591	4	0 - 296	9
Local surveys of youth on:												
Knowledge of alcohol and other drugs	1,268	35	0 - 353	25	111	3	0 - 38	12	673	7	0 - 431	13
Attitudes on alcohol and other drugs	1,304	34	0 - 353	27	107	5	0 - 38	11	678	8	0 - 431	14
Use of alcohol and other drugs	2,461	35	0 - 416	32	69	1	0 - 23	11	847	12	0 - 431	14
Collection and analysis of other indicators/ measures of problems associated with alcohol and other drugs	1,764	32	0 - 449	23	134	2	0 - 73	10	1,003	11	0 - 431	16
Assessment of effectiveness of LEA program models/ strategies	2,256	30	0 - 486	25	1,012	16	0 - 609	15	1,565	28	0 - 431	18

Source: Item 19 (LEAs funded singly), 1989-91 Biennial Performance Report - State and Local Programs

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Table 29. Number of LEAs Participating Through IEAs/Consortia[1] That Completed, Were Conducting, or Were Planning Local Evaluation Activities During the School Years 1989-90 and 1990-91

Type of Evaluation Activity	Number of LEAs Participating Through IEAs/Consortia											
	Completed				In Progress				Planned			
	Total	State Median	State Range	n	Total	State Median	State Range	n	Total	State Median	State Range	n
Description of LEA prevention activities	2,544	7	0 - 1,587	19	8	0	0 - 7	6	40	2	0 - 18	8
Local surveys of youth on:												
Knowledge of alcohol and other drugs	839	4	0 - 767	15	4	0	0 - 2	9	51	1	0 - 22	11
Attitudes on alcohol and other drugs	838	4	0 - 767	16	15	0	0 - 12	10	55	2	0 - 22	12
Use of alcohol and other drugs	1,058	4	0 - 767	19	13	0	0 - 12	9	214	2	0 - 158	14
Collection and analysis of other indicators/ measures of problems associated with alcohol and other drugs	92	3	0 - 25	13	16	1	0 - 13	8	72	5	0 - 22	10
Assessment of effectiveness of LEA program models/ strategies	1,901	4	0 - 1,587	17	55	1	0 - 30	11	262	3	0 - 158	15

[1]Although the form asked for the number of IEAs/Consortia, many states instead reported the number of LEAs participating through such IEAs/Consortia. Data presented are as reported by the states, however the meaning of these responses is unclear.

Source: Item 19 (IEAs/Consortia), 1989-91 Biennial Performance Report - State and Local Programs

State Educational Agencies

State-by-State Tabulations

Table 1. Dates of the Most Recent Statewide Prevalence Surveys of Alcohol and Other Drug Use Among Elementary School Students Conducted By Each State

State	During Period 7/1/89 - 6/30/91 (or Most Recent Date if None Completed Within Period)
Alabama	3/91
Alaska	*
Arizona	10/90
Arkansas	1991
California	1989-90
Colorado	1991
Connecticut	1/90
Delaware	Spring 1991
Florida	4/91
Georgia	1991
Hawaii	9/89
Idaho	4/91
Illinois	4/91
Indiana	4/91
Iowa	1990-91
Kansas	Fall 1990
Kentucky	1991
Louisiana	1990-91
Maine	(1988)
Maryland	12/90
Massachusetts	1990
Michigan	(1992)
Minnesota	1989
Mississippi	1990
Missouri	1991
Montana	1991
Nebraska	1990
Nevada	10/89
New Hampshire	6/90
New Jersey	1989
New Mexico	10/90
New York	1990
North Carolina	1991

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State	During Period 7/1/89 - 6/30/91 (or Most Recent Date if None Completed Within Period)
North Dakota	4/90
Ohio	None conducted[1]
Oklahoma	4/90
Oregon	1990
Pennsylvania	1991
Rhode Island	1990
South Carolina	10/89
South Dakota	1990-91
Tennessee	(1988)
Texas	1990
Utah	(4/89)
Vermont	1991
Virginia	1989
Washington	11/90
West Virginia	1990
Wisconsin	4/91
Wyoming	1991
Washington D.C.	1990-91
American Samoa	1990
Guam	1990
Northern Mariana Islands	(1988)
Puerto Rico	1990-91
Republic of Palau	None conducted[2]
Virgin Islands	1991

* A biennial performance report on state and local educational agencies was not submitted.

Note 1: Uses LEA surveys as primary source of information about alcohol and other drug use.

Note 2: Relies on high school reports of drop-outs, reports from Public Safety, the Bureau of Health Services, and the Court House for information on alcohol and other drug use.

Source: Items 1 and 3, 1989-91 Biennial Performance Report - State and Local Programs

Revised 2/18/94

Table 2. Number of LEAs in Each Enrollment Range, by State

State	Number of Students Enrolled			Total
	0 - 999	1,000 - 4,999	5,000 +	
Alabama	3	86	41	130
Alaska	•	•	•	•
Arizona	0	0	175	175
Arkansas	227	86	11	324
California	407	374	289	1,070
Colorado	41	35	15	91
Connecticut	54	89	23	166
Delaware	3	9	7	19
Florida	1	21	45	67
Georgia	12	124	50	186
Hawaii	7	7	7	21
Idaho	58	43	11	112
Illinois	565	337	49	951
Indiana	42	208	44	294
Iowa	327	86	7	420
Kansas	232	31	34	297
Kentucky	26	123	27	176
Louisiana	6	20	37	63
Maine	149	76	3	228
Maryland	0	5	19	24
Massachusetts	122	167	33	322
Michigan	173	328	60	561
Minnesota	280	128	28	436
Mississippi	20	113	26	159
Missouri	385	135	32	552
Montana	357	25	6	388
Nebraska	790	18	4	812
Nevada	4	8	5	17
New Hampshire	85	33	3	121
New Jersey	273	235	44	552
New Mexico	48	26	14	88
New York	239	411	68	718
North Carolina	2	69	62	133

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North Dakota	262	10	4	276
Ohio	118	429	66	613
Oklahoma	469	90	19	578
Oregon	196	72	23	291
Pennsylvania	46	395	59	500
Rhode Island	5	26	6	37
South Carolina	6	48	37	91
South Dakota	157	24	2	183
Tennessee	22	79	44	145
Texas	629	332	107	1,068
Utah	6	16	18	40
Vermont	14	47	0	61
Virginia	**	**	**	**
Washington	156	94	46	296
West Virginia	2	32	21	55
Wisconsin	226	178	24	428
Wyoming	24	21	4	49
Washington D.C.	0	0	1	1
American Samoa	0	0	1	1
Guam	8	3	0	11
Northern Mariana Islands	0	0	1	1
Puerto Rico	1	0	0	1
Republic of Palau	0	1	0	1
Virgin Islands	0	0	2	2
Total	7,285	5,353	1,764	14,402

* A biennial performance report on state and local educational agencies was not submitted.
** Item non-response.
Source: Item 5a, 1989-91 Biennial Performance Report - State and Local Programs

Table 3. Number of Students Enrolled in Public and Private School During School Years 1989-90 and 1990-91, by State

State	1989 - 90			1990 - 91		
	Public	Private	Total	Public	Private	Total
Alabama	714,277	59,057	773,334	713,492	59,104	772,596
Alaska	*	*	*	*	*	*
Arizona	670,934	28,235	699,169	683,041	34,311	717,352
Arkansas	434,960	21,792	456,752	437,246	18,700	455,946
California	4,771,978	522,942	5,294,920	4,950,474	531,489	5,481,963
Colorado	562,755	34,753	597,508	574,213	36,580	610,793
Connecticut	451,382	72,239	523,621	459,145	69,955	529,100
Delaware	97,808	22,016	119,824	99,658	22,353	122,011
Florida	1,789,925	189,272	1,979,197	1,861,592	186,136	2,047,728
Georgia	1,126,352	89,598	1,215,950	1,147,054	87,056	1,234,110
Hawaii	169,193	32,728	201,921	171,056	32,877	203,933
Idaho	214,571	6,973	221,544	220,840	7,037	227,877
Illinois	1,797,355	322,666	2,120,021	1,821,407	318,626	2,140,033
Indiana	952,247	99,479	1,051,726	953,228	94,462	1,047,690
Iowa	478,210	46,033	524,243	483,396	45,562	528,958
Kansas	430,864	28,077	458,941	437,034	28,323	465,357
Kentucky	630,688	64,433	695,121	630,091	64,135	694,226
Louisiana	772,501	123,379	895,880	773,815	111,803	885,618
Maine	208,384	12,748	221,132	208,841	13,290	222,131
Maryland	698,806	133,798	832,604	715,176	136,959	852,135
Massachusetts	827,396	125,586	952,982	836,383	121,809	958,192
Michigan	1,567,000	181,296	1,748,296	1,573,646	177,876	1,751,522
Minnesota	731,992	80,650	812,642	749,203	81,262	830,465
Mississippi	502,020	37,019	539,039	500,122	38,252	538,374
Missouri	807,934	104,417	912,351	816,558	101,466	918,024
Montana	148,596	**	148,596	145,253	**	145,253
Nebraska	270,930	36,638	307,568	274,080	37,158	311,238
Nevada	186,834	8,973	195,807	201,316	9,425	210,741
New Hampshire	171,696	18,944	190,640	172785	18,789	191,574
New Jersey	1,076,005	212,437	1,288,442	1,089,646	214,254	1,303,900
New Mexico	296,057	26,233	322,290	301,882	26,938	328,820
New York	2,537,669	483,975	3,021,644	2,569,150	477,107	3,046,257
North Carolina	1,118,881	52,083	1,170,964	1,076,177	53,372	1,129,549

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North Dakota	119,043	7,392	126,435	118,880	7,329	126,209
Ohio	1,764,401	215,396	1,979,797	1,771,089	224,495	1,995,584
Oklahoma	578,580	11,043	589,623	579,167	10,858	590,025
Oregon	472,394	28,080	500,474	484,652	28,080	512,732
Pennsylvania	1,655,271	341,229	1,996,500	1,667,834	344,335	2,012,169
Rhode Island	138,967	26,196	165,163	141,929	24,696	166,625
South Carolina	612,307	43,694	656,001	637,701	44,016	681,717
South Dakota	129,164	15,082	144,246	131,576	15,839	147,415
Tennessee	843,217	64,806	908,023	863,938	62,250	926,188
Texas	3,169,750	116,972	3,286,722	3,265,777	151,713	3,417,490
Utah	435,762	6,245	442,007	444,732	7,918	452,650
Vermont	96,295	5,724	102,019	94,779	5,741	100,520
Virginia	980,703	42,335	1,023,038	992,459	46,272	1,038,731
Washington	807,151	54,131	861,282	836,424	56,287	892,711
West Virginia	328,445	13,324	341,769	323,762	13,731	337,493
Wisconsin	782,905	142,729	925,634	797,621	144,215	941,836
Wyoming	97,172	1,000	98,172	98,226	1,000	99,226
Washington D.C.	81,301	4,674	85,975	80,694	4,429	85,123
American Samoa	12,372	2,293	14,665	12,777	2,276	15,053
Guam	27,140	5,630	32,770	26,841	4,416	31,257
Northern Mariana Islands	5,690	1,609	7,299	6,104	1,938	8,042
Puerto Rico	637,913	245,768	883,681	631,710	134,164	765,874
Republic of Palau	2,715	814	3,529	2,665	774	3,439
Virgin Islands	21,759	6,979	28,738	21,967	9,333	31,300
TOTAL	41,016,617	4,681,614	45,698,231	41,680,304	4,602,571	46,282,875

* A biennial performance report on state and local educational agencies was not submitted.
** Item non-response.
Source: Item 7, 1989-91 Biennial Performance Report - State and Local Programs

Table 4. Number of Students Enrolled in Public and Private School Who Have Received Services During 1989-90 and 1990-91, by State

State	1989 - 90			1990 - 91		
	Public	Private	Total[1]	Public	Private	Total[1]
Alabama	714,277	28,450	742,727	713,492	30,632	744,124
Alaska	•	•	•	•	•	•
Arizona	597,131	••	597,131	594,246	••	594,246
Arkansas	434,960	21,792	456,752	437,246	18,700	455,946
California	4,766,890	522,942	5,289,832	4,949,448	531,489	5,480,937
Colorado	458,112	17,674	475,786	510,634	17,181	527,815
Connecticut	441,380	••	441,380	455,944	••	455,944
Delaware	97,808	16,512	114,320	99,658	16,764	116,422
Florida	1,541,613	28,862	1,570,475	1,773,997	32,766	1,806,763
Georgia	1,126,352	••	1,126,352	1,147,054	••	1,147,054
Hawaii	••	••	••	••	••	••
Idaho	185,011	••	185,011	219,638	••	219,638
Illinois[2]	2,051,881	272,859	2,324,740	2,277,062	455,375	2,732,437
Indiana	758,263	68,680	826,943	782,368	64,845	847,213
Iowa	••	••	••	481,710	••	481,710
Kansas[2]	270,616	28,759	299,375	401,056	34,356	435,412
Kentucky	630,688	64,433	695,121	630,091	64,135	694,226
Louisiana	772,473	103,464	875,937	773,720	98,502	872,222
Maine	201,532	11,841	213,373	197,786	12,765	210,551
Maryland	698,806	••	698,806	715,176	••	715,176
Massachusetts	597,177	81,631	678,808	585,490	85,266	670,756
Michigan	779,881	••	779,881	1,127,010	25,381	1,152,391
Minnesota	••	••	••	673,115	40,815	713,930
Mississippi	498,991	13,285	512,276	497,674	14,133	511,807
Missouri	754,429	••	754,429	496,816	76,681	573,497
Montana	141,018	••	141,018	145,253	••	145,253
Nebraska	••	••	••	••	••	••
Nevada	184,334	897	185,231	200,316	943	201,259
New Hampshire	9,216	857	10,073	7,756	718	8,474
New Jersey	1,040,941	134,271	1,175,212	1,078,254	176,578	1,254,832
New Mexico	287,551	7,847	295,398	301,882	8,840	310,722
New York	960,952	225,409	1,186,361	787,438	172,852	960,290
North Carolina	1,118,881	••	1,118,881	1,076,117	••	1,076,117

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North Dakota	116,209	7,184	123,393	116,485	6,906	123,391
Ohio	1,761,927	215,184	1,977,111	1,768,302	224,495	1,992,797
Oklahoma	532,665	7,428	540,093	565,759	6,916	572,675
Oregon	472,300	**	**	484,652	**	484,652
Pennsylvania	892,690	68,756	961,446	1,035,407	186,114	1,221,521
Rhode Island	114,777	15,774	130,551	68,683	22,264	90,947
South Carolina	612,307	43,694	656,001	637,701	44,016	681,717
South Dakota	**	**	**	110,054	4,093	114,147
Tennessee	836,642	64,765	901,407	859,376	62,206	921,582
Texas	2,223,845	**	2,223,845	2,856,160	44,507	2,900,667
Utah	435,762	**	435,762	444,732	**	444,732
Vermont	95,338	4,208	99,546	94,779	4,967	99,746
Virginia	980,703	**	980,703	992,394	**	992,394
Washington	806,547	34,651	841,198	835,892	34,702	870,594
West Virginia	328,445	**	328,445	323,762	**	323,762
Wisconsin[2]	424,665	25,108	449,773	868,462	59,235	927,697
Wyoming	80,501	840	81,341	82,884	840	83,724
Washington D.C.	34,514	**	34,514	47,889	**	47,889
American Samoa	12,372	2,293	14,665	12,777	2,276	15,053
Guam	1,353	563	1,916	13,274	442	13,716
Northern Mariana Islands	5,690	1,609	7,299	6,104	1,938	8,042
Puerto Rico	576,073	6,195	582,268	489,681	10,106	499,787
Republic of Palau	1,310	196	1,506	1,470	224	1,694
Virgin Islands	21,759	1,920	23,679	21,967	3,213	25,180
TOTAL	33,489,558	2,150,833	35,640,391	36,876,093	2,699,177	39,575,270

* A biennial performance report on state and local educational agencies was not submitted.

** Item non-response, or data not available to state.

[1] Total number of students is underestimated due to missing count for private school students.

[2] The number of students served was calculated by these states by adding up the number of students involved in individual activities. Some students were counted more than once, therefore, these counts may be greater than the enrollment counts given in Table 3.

Source: Item 8, 1989-91 Biennial Performance Report - State and Local Program

Table 5. Percentage of Total Students Enrolled in Public and Private Schools Who **Have Received Services** During **1989-90 and 1990-91,** by State

State	1989 - 90			1990 - 91		
	Public	Private	Total	Public	Private	Total
Alabama	100%	48%	96%	100%	52%	96%
Alaska	*	*	*	*	*	*
Arizona	89%	**	—	87%	**	—
Arkansas	100%	100%	100%	100%	100%	100%
California	99%	100%	99%	99%	100%	99%
Colorado	81%	51%	80%	89%	47%	86%
Connecticut	98%	**	——	99%	**	——
Delaware	100%	75%	95%	100%	75%	95%
Florida	86%	15%	79%	95%	18%	88%
Georgia	100%	**	—	100%	**	—
Hawaii	**	**	**	**	**	**
Idaho	86%	**	—	99%	**	—
Illinois	—[1]	85%	—[1]	—[1]	—[1]	—[1]
Indiana	80%	69%	79%	82%	69%	81%
Iowa	**	**	**	99%	**	**
Kansas	63%	—[1]	65%	92%	—[1]	94%
Kentucky	100%	100%	100%	100%	100%	100%
Louisiana	99%	84%	98%	99%	88%	98%
Maine	97%	93%	96%	95%	96%	95%
Maryland	100%	**	—	100%	**	—
Massachusetts	72%	65%	71%	70%	70%	70%
Michigan	50%	**	—	72%	14%	66%
Minnesota	**	**	**	90%	50%	86%
Mississippi	99%	36%	95%	99%	37%	95%
Missouri	93%	**	—	61%	76%	62%
Montana	95%	**	—	100%	**	—
Nebraska	**	**	**	**	**	**
Nevada	99%	10%	95%	99%	10%	96%
New Hampshire	5%	5%	5%	4%	4%	4%
New Jersey	97%	63%	91%	99%	82%	96%
New Mexico	97%	30%	92%	100%	33%	94%
New York	38%	47%	39%	31%	36%	32%

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North Carolina	100%	**	—	99%	**	—
North Dakota	98%	97%	98%	98%	94%	98%
Ohio	99%	99%	99%	99%	100%	99%
Oklahoma	92%	67%	92%	98%	64%	97%
Oregon	99%	**	—	100%	**	—
Pennsylvania	54%	20%	48%	62%	54%	61%
Rhode Island	83%	60%	79%	48%	90%	55%
South Carolina	100%	100%	100%	100%	100%	100%
South Dakota	**	**	**	84%	26%	77%
Tennessee	99%	99%	99%	99%	99%	99%
Texas	70%	**	—	87%	29%	85%
Utah	100%	**	—	100%	**	—
Vermont	99%	74%	98%	100%	87%	99%
Virginia	100%	**	—	99%	**	—
Washington	99%	64%	98%	99%	62%	98%
West Virginia	100%	**	—	100%	**	—
Wisconsin	54%	18%	49%	—[1]	41%	98%
Wyoming	83%	84%	83%	84%	84%	84%
Washington D.C.	42%	**	—	59%	**	—
American Samoa	100%	100%	100%	100%	100%	100%
Guam	5%	10%	6%	49%	10%	44%
Northern Mariana Islands	100%	100%	100%	100%	100%	100%
Puerto Rico	90%	3%	66%	78%	8%	65%
Republic of Palau	48%	24%	43%	55%	29%	49%
Virgin Islands	100%	28%	82%	100%	34%	80%
TOTAL	82%	46%	78%	88%	59%	86%

* A biennial performance report on state and local educational agencies was not submitted.

** Item non-response, or data not available to state.

[1] Estimates for the percent of students served cannot be obtained because students were counted more than once when computing the number served.

Source: Item 7 and 8, 1989-91 Biennial Performance Report - State and Local Program

Table 6. Indication of Type of LEA Participation During 1989-90, by State

State	Number of LEAs Funded Singly	Number of LEAs Participating Through IEAs/Consortia	Number of LEAs Not Participating	Total Number of LEAs	Number of Consortia/IEAs
Alabama	124	6	0 (0%)	130	2
Alaska	•	•	•	•	•
Arizona	144	43	24 (11.4%)	211	5
Arkansas	69	257	2 (0.6%)	328	14
California	593	449	26 (2.4%)	1,068	32
Colorado	84	92	0 (0%)	176	12
Connecticut	146	20	14 (7.8%)	180	7
Delaware	19	0	0 (0%)	19	0
Florida	72	0	0 (0%)	72	0
Georgia	76	110	0 (0%)	186	18
Hawaii	7	0	0 (0%)	7	0
Idaho	73	5	37 (32.2%)	115	1
Illinois	781	154	21 (2.2%)	956	20
Indiana	290	0	4 (1.4%)	294	0
Iowa	324	103	4 (0.1%)	431	••
Kansas	95	186	23 (7.6%)	304	11
Kentucky	176	0	1 (0.6%)	177	0
Louisiana	61	0	3 (4.7%)	64	10
Maine	201	7	20 (8.8%)	228	2
Maryland	24	0	0 (0%)	24	0
Massachusetts	237	99	19 (5.4%)	355	22
Michigan	16	544	2 (0.4%)	562	25
Minnesota	146	289	0 (0%)	435	21
Mississippi	146	8	5 (3.1%)	159	3
Missouri	325	81	146 (26.4%)	552	18
Montana	11	381	378 (49.1%)	770	••
Nebraska	48	380	390 (47.7%)	818	20
Nevada	15	0	2 (11.8%)	17	0
New Hampshire	12	141	7 (4.4%)	160	55
New Jersey	473	84	54 (8.8%)	611	18
New Mexico	50	15	23 (26.1%)	88	••
New York	484	185	49 (6.8%)	718	31
North Carolina	133	0	1 (0.7%)	134	0

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North Dakota	113	126	37 (13.4%)	276	20
Ohio	374	236	3 (0.5%)	613	41
Oklahoma	384	23	186 (31.4%)	593	3
Oregon	129	162	0 (0%)	291	17
Pennsylvania	320	189	8 (1.5%)	517	48
Rhode Island	37	0	0 (0%)	37	0
South Carolina	91	0	0 (0%)	91	0
South Dakota	135	48	6 (3.2%)	189	5
Tennessee	133	8	4 (2.8%)	145	0
Texas	236	808	24 (2.2%)	1,068	23
Utah	38	2	0 (0%)	40	1
Vermont	60	0	1 (1.6%)	61	0
Virginia	130	6	1 (0.7%)	137	2
Washington	77	202	17 (5.7%)	296	14
West Virginia	35	20	0 (0%)	55	4
Wisconsin	311	120	8 (1.8%)	439	12
Wyoming	48	0	1 (2.0%)	49	0
Washington D.C.	1	0	0 (0%)	1	0
American Samoa	1	0	0 (0%)	1	0
Guam	**	**	**	**	**
Northern Mariana Islands	1	0	0 (0%)	1	0
Puerto Rico	1	0	0 (0%)	1	0
Republic of Palau	1	0	0 (0%)	1	0
Virgin Islands	2	0	0 (0%)	2	0
TOTAL	8,113	5,589	1,551 (10.2%)	15,253	537

* A biennial performance report on state and local educational agencies was not submitted.
** Item non-response.
Source: Item 11, 1989-91 Biennial Performance Report - State and Local Program

Table 7. Indication of Type of LEA Participation During 1990-91, by State

State	Number of LEAs Funded Singly	Number of LEAs Participating Through IEAs/Consortia	Number of LEAs Not Participating	Total Number of LEAs	Number of Consortia/IEAs
Alabama	123	6	0 (0%)	129	2
Alaska	•	•	•	•	•
Arizona	152	35	25 (11.8%)	212	9
Arkansas	78	242	2 (0.6%)	322	14
California	581	478	11 (1.0%)	1,070	47
Colorado	90	86	0 (0%)	176	11
Connecticut	158	10	7 (4.0%)	175	2
Delaware	19	0	0 (0%)	19	0
Florida	71	0	0 (0%)	71	0
Georgia	77	108	0 (0%)	185	18
Hawaii	7	0	0 (0%)	7	0
Idaho	105	0	8 (7.1%)	113	0
Illinois	796	143	12 (1.3%)	951	22
Indiana	291	0	3 (1.0%)	294	0
Iowa	324	103	3 (0.7%)	430	7
Kansas	118	179	7 (2.3%)	304	9
Kentucky	176	0	0 (0%)	176	0
Louisiana	68	0	2 (2.9%)	70	4
Maine	204	13	11 (4.8%)	228	4
Maryland	24	0	0 (0%)	24	0
Massachusetts	243	98	14 (3.9%)	355	21
Michigan	15	544	2 (0.4%)	561	25
Minnesota	173	263	0 (0%)	436	30
Mississippi	149	5	5 (3.1%)	159	2
Missouri	431	70	50 (9.1%)	551	22
Montana	16	386	368 (47.8%)	770	••
Nebraska	35	574	181 (22.9%)	790	22
Nevada	16	0	1 (5.9%)	17	0
New Hampshire	12	141	7 (4.4%)	160	55
New Jersey	462	83	66 (10.8%)	611	16
New Mexico	54	34	0 (0%)	88	5
New York	510	190	19 (2.6%)	719	33
North Carolina	133	0	0 (0%)	133	0

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North Dakota	124	134	16 (5.8%)	274	22
Ohio	387	222	4 (0.7%)	613	40
Oklahoma	464	24	90 (15.6%)	578	3
Oregon	121	170	0 (0%)	291	27
Pennsylvania	335	178	4 (0.8%)	517	46
Rhode Island	37	0	0 (0%)	37	0
South Carolina	91	0	0 (0%)	91	0
South Dakota	125	56	2 (1.1%)	183	7
Tennessee	135	7	3 (2.1%)	145	**
Texas	250	779	37 (3.5%)	1,066	23
Utah	38	2	0 (0%)	40	1
Vermont	61	0	0 (0%)	61	0
Virginia	127	9	1 (0.7%)	137	3
Washington	82	200	14 (4.7%)	296	14
West Virginia	36	19	0 (0%)	55	4
Wisconsin	316	116	6 (1.4%)	438	11
Wyoming	46	0	3 (6.1%)	49	0
Washington D.C.	1	0	0 (0%)	1	0
American Samoa	1	0	0 (0%)	1	0
Guam	**	**	**	**	**
Northern Mariana Islands	1	0	0 (0%)	1	0
Puerto Rico	1	0	0 (0%)	1	0
Republic of Palau	1	0	0 (0%)	1	0
Virgin Islands	2	0	0 (0%)	2	0
TOTAL	8,493	5,707	984 (6.5%)	15,184	581

* A biennial performance report on state and local educational agencies was not submitted.
** Item non-response.
Source: Item 11, 1989-91 Biennial Performance Report - State and Local Program

Table 8. Number of LEAs and Consortia That Received At Least One Monitoring Visit in 1989-90 and 1990-91, by State

State	1989 - 90		1990 - 91	
	LEAs Funded Singly	LEAs/Consortia	LEAs Funded Singly	LEAs/Consortia
Alabama	43	0	35	1
Alaska	*	*	*	*
Arizona	34	1	110	4
Arkansas	0	0	0	0
California	0	0	0	0
Colorado	16	2	14	5
Connecticut	42	0	37	2
Delaware	19	N/A	19	N/A
Florida	0	N/A	27	N/A
Georgia	60	13	16	10
Hawaii	7	N/A	7	N/A
Idaho	22	1	33	N/A
Illinois	578	20	486	20
Indiana	46	N/A	83	N/A
Iowa	0	**	0	0
Kansas	50	1	30	2
Kentucky	15	N/A	36	N/A
Louisiana	61	1	68	1
Maine	49	2	32	4
Maryland	12	N/A	24	N/A
Massachusetts	0	0	0	0
Michigan	0	0	0	0
Minnesota	15	2	26	0
Mississippi	0	0	0	0
Missouri	148	7	147	8
Montana	0	6	0	68
Nebraska	10	12	4	6
Nevada	5	N/A	6	N/A
New Hampshire	12	55	12	55
New Jersey	0	0	20	1
New Mexico	0	0	25	5
New York	**	**	57	9
North Carolina	69	N/A	46	N/A

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North Dakota	30	3	34	7
Ohio	57	4	36	3
Oklahoma	66	3	464	3
Oregon	46	17	45	6
Pennsylvania	0	0	0	0
Rhode Island	9	N/A	**	N/A
South Carolina	14	N/A	65	N/A
South Dakota	11	5	24	**
Tennessee	0	0	16	0
Texas	35	5	55	4
Utah	25	1	30	1
Vermont	28	N/A	10	N/A
Virginia	15	0	46	1
Washington	8	8	15	8
West Virginia	35	4	35	4
Wisconsin	0	0	0	0
Wyoming	16	N/A	17	N/A
Washington D.C.	1	N/A	1	N/A
American Samoa	1	N/A	1	N/A
Guam	**	**	**	**
Northern Mariana Islands	0	N/A	0	N/A
Puerto Rico	1	N/A	1	N/A
Republic of Palau	0	N/A	0	N/A
Virgin Islands	2	N/A	2	N/A
TOTAL	1,713	173	2,297	238

* A biennial performance report on state and local educational agencies was not submitted.
** Item non-response.
Source: Item 13, 1989-91 Biennial Performance Report - State and Local Program

Dates of Statewide AOD Prevalence Surveys Conducted By Each State
Based on the 1989-91 Biennial Performance Report

State	Prior to Period 7/1/89 - 6/30/91	During Period 7/1/89 - 6/30/91	Since 6/30/91
Alabama	3/89	3/91	--
Alaska	•	•	•
Arizona	not stated	10/90	not stated
Arkansas	not stated	1991	not stated
California	biennial since 1985-86	1989-90	planned biennial
Colorado	1989	1990,1991	--
Connecticut	--	1/90	planned repeat
Delaware	--	1990, Spring 1991	planned 1992
District of Columbia	--	1989-90, 1990-91	--
Florida	not stated	1990, 4/91	not stated
Georgia	1987	3/90, 1991	--
Hawaii	1987	9/89	--
Idaho	before 1990	1990-91, 4/91	--
Illinois	not stated	1990, 4/91	not stated
Indiana	--	4/91	plan to repeat
Iowa	1987-88	1990-91	--
Kansas	--	Fall 1990	Fall 1991, annual?
Kentucky	annual	1991	planned annual
Louisiana	--	1990-91	1991-92
Maine	1988	--	--
Maryland	1973-1990 annual	12/90	planned 1992
Massachusetts	every 3 yrs-- 1984, 1987	1990	planned every 3 yrs
Michigan	--	--	1992
Minnesota	--	1989	March 1992
Mississippi	--	1990	--
Missouri	3/88	1991	plan every 2 yrs
Montana	--	1989,1990,1991	plan every 2 yrs
Nebraska	--	1989,1990	plan yearly for 2 yrs
Nevada	--	10/89	--
New Hampshire	--	6/90	in progress

State	Prior to Period 7/1/89 - 6/30/91	During Period 7/1/89 - 6/30/91	Since 6/30/91
New Jersey	triennial since 1979	1989	planned triennial
New Mexico	1986	10/90	--
New York	1978, 1983	1990	--
North Carolina	biennial since 1987	1991	planned biennnial
North Dakota	1980,1982,1986	4/90	10/91
Ohio	--	None conducted*	2 plannned
Oklahoma	not stated	4/90	not stated
Oregon	biennial since 1986	1990	planned biennial
Pennsylvania	--	1989, 1991	--
Puerto Rico	--	1990-91	1991
Rhode Island	1988	1990	--
South Carolina	--	10/89	--
South Dakota	--	1989-90, 1990-91	--
Tennessee	1988	--	--
Texas	1980, 1988	1990	--
Utah	1984, 4/89	--	--
Vermont	biennial since 1985	1991	planned biennial
Virginia	--	1989	planned 1992
Washington	1988	11/90	repeat planned
West Virginia	not stated	1990	--
Wisconsin		1989, 4/91, 1991	--
Wyoming	--	1991	9/91, plan 1993

* A biennial performance report on state and local educational agencies was not submitted.

Note 1: Uses LEA surveys as primary source of information about alcohol and other drug use.

Note 2: Relies on high school reports of drop-outs, reports from Public Safety, the Bureau of Health Services, and the Court House for information on alcohol and other drug use.

Source: Items 1 and 3 and attachments, 1989-91 Biennial Performance Report - State and Local Programs

February 18, 1994